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ABSTRACT

This guide discusses preparing volunteer tutors for success in educational environments and describes the startup year of these programs. Research and experience in the field suggest that a good beginning is key to the long-term survival of new programs. The startup year is the most challenging. It requires leadership to muster the energy and resolve, often in resistant environments, to try something new. It requires crafting a working model, identifying mistakes, refining the system, and establishing reporting systems to track progress and success. Important features of successful tutor programs include the following: planned partnerships with schools, research-based practices, structured sessions, a variety of strategies and materials, ongoing training, and evaluation for continuous improvement. A single person, the program director, usually orchestrates all of these startup elements and activities. (Contains sources of additional information and lists of resources, including organizations, manuals, relevant studies and Web sites, and an annotated bibliography on literacy and tutoring, mentoring, and volunteer program development. Contains 35 resources.) (DFR)

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GROWING A VOLUNTEER TUTOR PROGRAM

Engaging Communities to Support Sch

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About the Northwest Regional Educational Laboratory

Since 1966, the Northwest Regional Educational Laboratory (NWREL) has provided research, development, training, and technical assistance to improve educational results for children, youth, and adults. In recent years, NWREL's work has expanded to focus not just on schools, but on the whole community. We believe that the synergy of efforts from a wide range of human service agencies, in concert with schools, families, and concerned citizens, creates a powerful force for educational improvement.

This publication was developed by the Northwest Regional Educational Laboratory to assist persons interested in starting a volunteer tutor program. The Laboratory can help you locate resources, connect with peers, brainstorm solutions, design and deliver training. For literacy, tutoring, and mentoring projects, NWREL provides training and technical assistance.
Call us at:
1-800-361-7890; or e-mail us at: www.nwrel.org/learns

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Engaging Communities to Support Schools

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ACKNOWLEDGMENTS

The Northwest Regional Educational Laboratory thanks the many people who committed their time and talents to make this a useful and engaging resource for anyone interested in creating and sustaining volunteer tutor programs.

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INTRODUCTION

Volunteers in Education—America's Tradition of Service

People who work together to reach shared goals form the cornerstone of local communities, both today and since our country's inception. They bring in crops, raise buildings, fight fires, keep the streets safe, watch over children. Pitching in is a core value shared by most Americans, for whom service has been a way of life over many generations. Volunteers especially shine in times of crisis, often creating powerful organizations that continue to thrive after the crisis is over. Today, thousands of volunteer agencies flourish across the United States, serving as catalysts for community growth and social change.

Volunteer services to the community have increased in recent decades, even as more adults have entered the workplace (especially women, traditionally relied on to support community efforts). Volunteer contributions are now especially vital in the education of our youth. Across the nation, thousands of volunteers have signed on as mentors and tutors for young people, creating the possibility that all children can have additional consistent and caring adults to support their learning. Volunteer programs, aided by both public and private investments, are now challenged to create and sustain the complex partnerships that will deliver on this promise.

Volunteers in education represent all ages and walks of life; this intergenerational character of today's volunteers strengthens the fabric of local communities. The baby boomer population, now entering retirement age with more prosperity and better health than prior generations, will offer a critical mass of new senior volunteers in the years to come. In addition, more and more businesses encourage employees to volunteer during work hours, while college and school-age students volunteer as part of service-learning educational curricula.

Northwest Regional Educational Laboratory Assists Volunteer Programs

Since 1994, Northwest Regional Educational Laboratory (NWREL) has worked with programs that engage volunteers from all age groups:

- Retired and senior citizens
- Adult volunteers from civic organizations and the workplace
- Young adults, many in national service programs
- College students
- Elementary and high school students

With support from the Corporation for National Service, the U.S. Department of Education, and the U.S. Department of Justice, NWREL has assisted hundreds of volunteer tutor and mentor programs across the nation. Currently, NWREL serves as the national training provider for projects that mobilize AmeriCorps, AmeriCorps VISTA, National Senior Service Corps, and Learn and Serve volunteers to help in educational settings. This project, called LEARNS (Linking Education and America Reads through National Service), is a partnership between NWREL and the Bank Street College of Education.

With the LEARNS project, we've reached tutoring, mentoring, and literacy projects across rural and urban communities in every state of the nation. Along the way, we've learned much about the joys and benefits, as well as the trials and challenges, of preparing volunteer tutors for success in educational environments. We have admired the amazing efforts of new program directors (like the unflagging Maria Martin, the example you'll meet in our upcoming story) as they struggle to create effective volunteer delivery systems. In this publication, we tackle the subject of the start-up year of these programs. Our research and experience in the field suggest that a good beginning is key to the long-term survival of new programs.

Volunteer Tutor Program Start-Up: The Greatest Challenge

Not all start-ups are created by technology whiz kids anticipating enormous profits. In urban and rural communities across the country, extraordinary people have come forward to jump-start community volunteer programs in schools–for rewards that are defined by student progress, not quarterly statements of profit or loss. People of goodwill from many generations are freely giving their time and their talent, united around a shared idea–that we can build our community's future by improving the confidence, abilities, motivation, and achievement of our children.

Often on a shoestring budget, a typical tutor program delivers services to hundreds of students a year. The start-up year is most challenging. It requires leadership to muster the energy and resolve, often in resistant environments, to try something new. It requires crafting a working model, identifying mistakes, refining the system, and establishing reporting systems to track progress and success. Important features of successful tutor programs include: planned partnerships with schools, research-based practices, structured sessions, a variety of strategies and materials, ongoing training, and evaluation for continuous improvement. A single person, the program director, usually orchestrates all of these start-up elements and activities. It is from this perspective that we develop the story that follows.

Meet Maria Martin, a representative (albeit imaginary) program director and the heroine of our story. Her experience launching the TUTOR LINKS project in mythical Grand Valley captures the essential activities in the start-up year of a volunteer tutor program. Understanding this story is essential to the intended audience–those who are considering finding partners and building their own programs:

- School administrators, staff, and teachers
- Community-based organizations that deliver volunteer services
- Businesses and other community groups that can provide volunteers

This story can serve as a guide to help you envision your own programs, jump in with both feet, and make your start-up year successful.

How to Use This Book

The events in this story are very real, all existing in one actual program or another, but the names and places are invented. We have combined details and events drawn from our experience with many programs to create one virtual model of program development.

The story is told through four main vehicles:

- A simple narrative asking key questions and outlining major activities as the year progresses. Look for this on the sidebars to each page.
- Common office documents: faxes, flyers, meeting agendas, business letters, job descriptions, report forms, even the sticky notes that become the live file of any developing program. Look for these posted on the interior pages.
- E-mail conversations between Maria and her mentor, Jessie Dana, an experienced teacher from the school district. Look for the standard e-mail headers.
- Maria's journal, detailing her personal journey as she moves through this challenging year. Look for the handwritten typeface.

You can browse through this book, reading selectively from the sidebars and documents to develop a cursory knowledge of a start-up year's activities and challenges. Or you can look more deeply into the text of each document to gain specific ideas about the thinking, planning, and questioning required by each season's activities. You'll find a list of helpful resources at the story's conclusion. And if you have any questions, contact us at the number inside the book cover. The LEARNS team at NWREL is available to provide technical assistance in your start-up efforts. But don't try to call, fax, or e-mail Maria. She lives only within these pages.

SPRING

TAKE ROOT: GROUNDING THE EFFORT IN SCHOOLS

It's spring. Hoping for greater rewards, Maria Martin leaves an old job for a new challenge—building a volunteer tutor program. She measures returns not as personal gain, but by numbers of children empowered to learn. The call she responds to is make a difference."

This story begins with Maria Martin, as she writes in her journal...

Spring...time to renew. Eventually, grass pushes up—even through concrete. There's a lesson right under my feet. Four years of counseling teen dropouts has burnt me out. Browsed the children's books last night at the library. Got lost in the stories. I'd forgotten how funny they all are. Wish I could get to kids early, before they've lost hope, and be part of the solution, not the clean up. This new tutoring program might be the answer.

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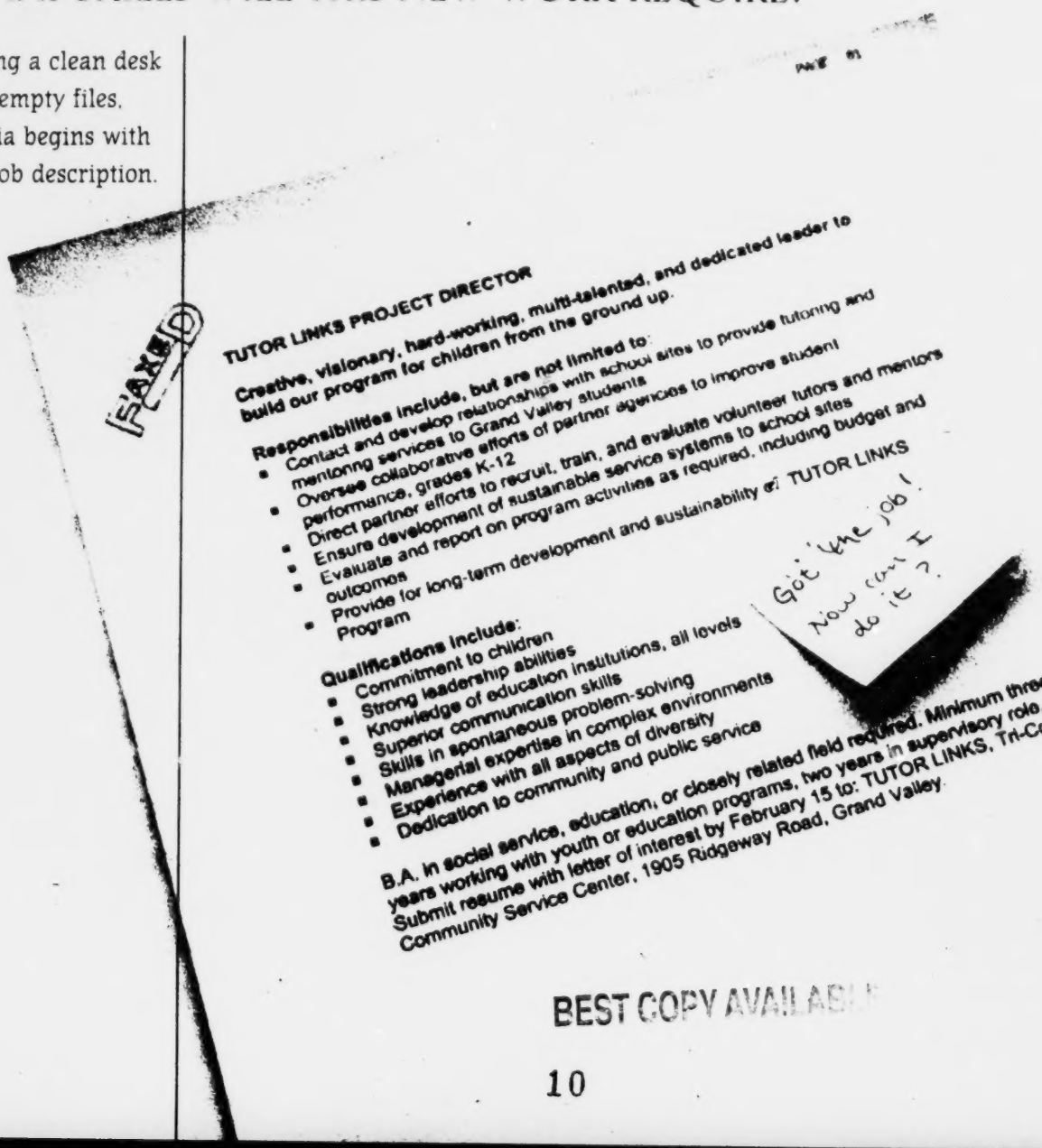
WHAT SKILLS WILL THIS NEW WORK REQUIRE?

Facing a clean desk and empty files, Maria begins with the job description.



TUTOR LINKS PROJECT DIRECTOR

Creative, visionary, hard-working, multi-talented, and dedicated leader to build our program for children from the ground up.

Responsibilities include, but are not limited to:

- Contact and develop relationships with school sites to provide tutoring and mentoring services to Grand Valley students
- Oversee collaborative efforts of partner agencies to improve student performance, grades K-12
- Direct partner efforts to recruit, train, and evaluate volunteer tutors and mentors
- Ensure development of sustainable service systems to school sites
- Evaluate and report on program activities as required, including budget and outcomes
- Provide for long-term development and sustainability of TUTOR LINKS Program

Qualifications include:

- Commitment to children
- Strong leadership abilities
- Knowledge of education institutions, all levels
- Superior communication skills
- Skills in spontaneous problem-solving
- Managerial expertise in complex environments
- Experience with all aspects of diversity
- Dedication to community and public service

Got the job! Now can I do it?

B.A. in social service, education, or closely related field required. Minimum three years working with youth or education programs, two years in supervisory role. Submit resume with letter of interest by February 15 to: TUTOR LINKS, Tri-County Community Service Center, 1905 Ridgeway Road, Grand Valley.

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WHAT NEEDS DRIVE THIS PROJECT?

Maria studies the project proposal and discovers the children, the community, and their needs.

TUTORLINKS

A Volunteer Program in Tutoring and Mentoring with Grand Valley Public Schools

PROPOSAL SUMMARY

THE PROBLEM WE ADDRESS

Picture a student with only one change of clothes, who speaks little English, and lives in a three-room apartment with an extended family of fifteen. Or imagine the life of a child who leaves for school from the backseat of a station wagon. Or tour the neighborhood after 3 p.m. to see the packs of kids who aimlessly roam the streets, rather than go home to an empty house.

Our neighborhoods are among the poorest in the metropolitan district, with 85% of our students living below the poverty level and receiving free or reduced lunch. All the problems commonly associated with pockets of poverty abound. Grand Valley has the highest crime rate in the county; use of drugs and alcohol is high and on the rise among teens, and transience is inordinately high (sometimes over 50%) in many of our public schools. It should come as no surprise that nearly two thirds of our students are reading significantly below their grade level and over 62% are below established standards on state assessment tests.

Consider the factors that challenge our students—over 60% with inadequate food and clothing, 28% from non-English speaking or multi-language environments. They are growing up in neighborhoods saturated with substance abuse, spending extended time without supervision, and isolated from the nearest support services. What are the odds of these students making it through school?

THE SOLUTION WE PROPOSE

Responding to extensive research indicating that the presence of a caring adult can improve student motivation and achievement, we have designed this project to provide our students with that adult. TUTOR LINKS is a volunteer tutoring and mentoring program undertaken by four collaborating partners to serve the lowest achieving students of the Grand Valley Public Schools. The partners include a public school system, a public university, and two service agencies–one for the community and one for senior citizens.

This project will provide direct assistance to the low-achieving students who are most in need–those lacking the motivation, skills, and knowledge required of productive citizens and lifelong learners. During the upcoming school year, we will match 500 of these students with volunteer tutors or mentors who will provide ongoing one-on-one support, helping students improve literacy skills, academic performance, school attendance, motivation, and attitude.

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DO PARTNERS SHARE GOALS?

Seeking a unified effort from diverse organizations, Maria studies their missions for common language and values.

GRAND VALLEY COUNCIL ON AGING
SENIOR ACTIVITIES CENTER
MISSION STATEMENT

We promote the dignity, self-determination, and well-being of older people through leadership, service, education, and advocacy. Our programs provide seniors with the opportunity to give their time, wisdom, talent, and experience back to the communities that need their expertise.

GRAND VALLEY PUBLIC SCHOOLS
MISSION STATEMENT

In partnership with parents of this community, we will prepare all students to be knowledgeable, caring, productive, and contributing members of a democratic society. With a commitment to excellence in teaching, we will impart the skills, knowledge, and problem solving ability required of lifelong learners to meet the challenges of an ever-changing world.

AMERICORPS MISSION

AmeriCorps programs are as diverse as the communities they serve, but they are united by a common mission: **Getting Things Done** to help communities meet their education, public safety, human and environmental needs. **Strengthening Communities** by bringing people from all backgrounds to solve problems at the local le... **Encouraging Responsibility** through service and civ... **Expanding Opportunity** by helping to make pr... more affordable

In common:
- Education needs
- service-learning
- Advocacy
- Leadership
- Strengthening communities
- Giving back

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HOW WILL THE CORE TEAM WORK TOGETHER?

Gathering steam, Maria meets with key collaborators to agree on goals and get things rolling.

BUDGET

STAFF
Project Director 1 FTE
Senior Center Coordin
University Coordinato
Site Leaders
1 VISTA Volunteer
2 AmeriCorps M
Volunteers 20,000 h

TRANSPORTATION
Mileage to/from to
Mileage to/from fu

SPACE
Meeting room @
Office space 2 o

TRAINING/TRA
Director/ 2-day
Team Leaders (
Training materi

SUPPLIES
Duplicating
Books/ Noteb

CELEBRATIO

TOTALS

(See next p

TUTORLINKS

MEETING AGENDA
March 21, 9:00 AM
TUTOR LINKS PROJECT TEAM

Introductions
Anna Nunez, Grand Valley Council on Aging, Senior Activities Center
Randy Aldaba, Federal Work Study Coordinator, Grand Valley University
Pat Singleton, Director, Tri-County Community Service Center
Duane Jackson, Superintendent, Grand Valley Public Schools
Maria Martin, Tutor Links Director, Tri-County Community Service Center

Review Grant Proposal Outcomes
- Is everyone prepared to do this? Do we all agree on these outcomes and goals?
- How will we evaluate and demonstrate success?
- Is there an Advisory Board? If not, how and from where shall we recruit one?

Address Budget Questions
- Do all partners agree on their line item funding?
- Review matching funds and donations
- What is already committed, what needs to be asked for?

Volunteer Recruitment
- How many committed volunteers do we now have? What are we doing now to recruit?
- What new ideas do we have to recruit more?
- What training resources are available? Are any training plans in place?

Schools Questions
- Of the 11 schools in the Grand Valley District, how many should we work with?
- What are the needs and readiness factors for a school site?
- Have schools been contacted? Can the district office help identify schools?
- Any ideas, plans, or actions toward getting parents involved?

Action List

Maria **Randy** **Anna** **Duane**

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WHICH SCHOOLS ARE READY FOR TUTORS?

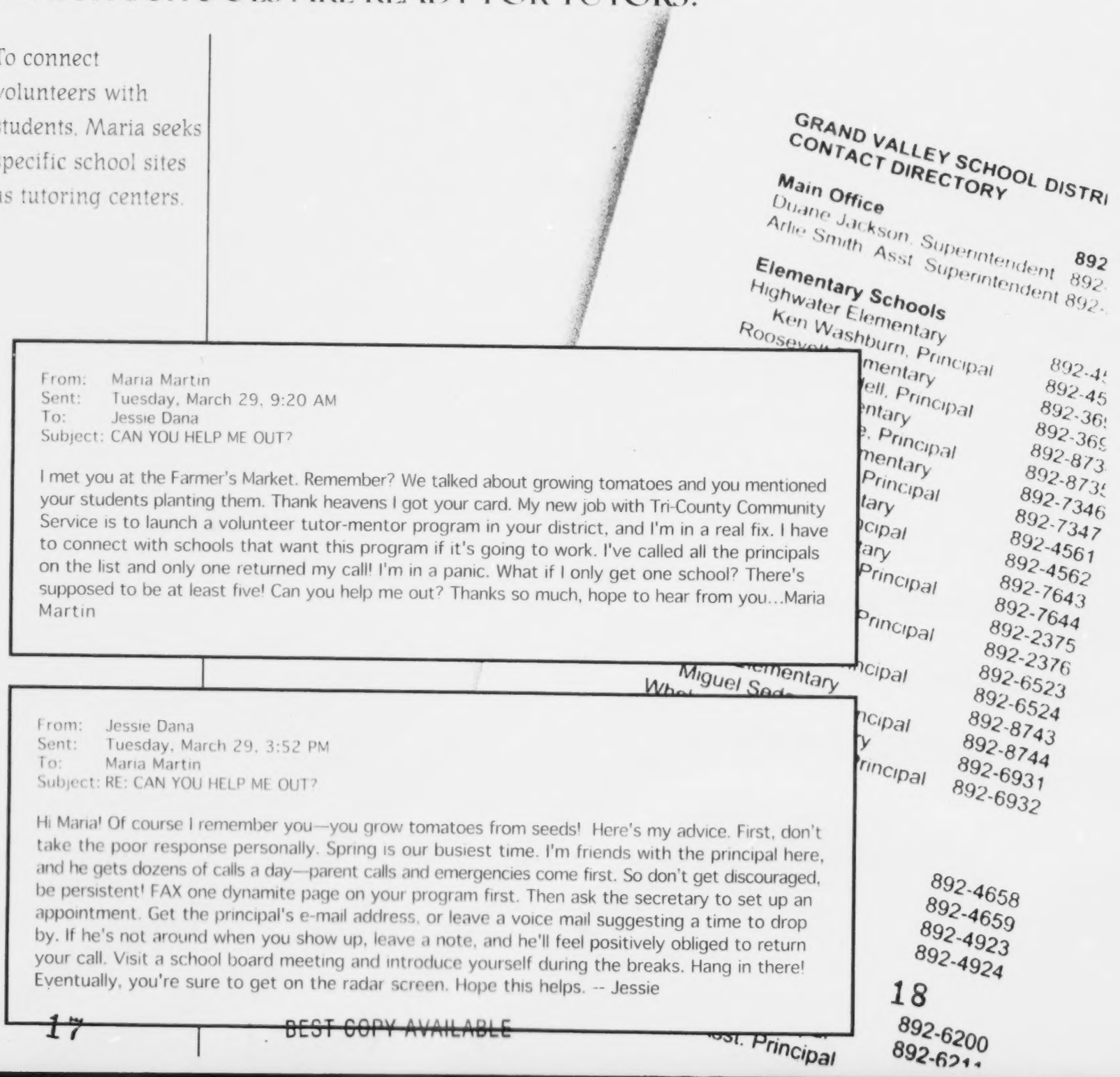
To connect volunteers with students, Maria seeks specific school sites as tutoring centers.

From: Maria Martin
Sent: Tuesday, March 29, 9:20 AM
To: Jessie Dana
Subject: CAN YOU HELP ME OUT?

I met you at the Farmer's Market. Remember? We talked about growing tomatoes and you mentioned your students planting them. Thank heavens I got your card. My new job with Tri-County Community Service is to launch a volunteer tutor-mentor program in your district, and I'm in a real fix. I have to connect with schools that want this program if it's going to work. I've called all the principals on the list and only one returned my call! I'm in a panic. What if I only get one school? There's supposed to be at least five! Can you help me out? Thanks so much, hope to hear from you...Maria Martin

From: Jessie Dana
Sent: Tuesday, March 29, 3:52 PM
To: Maria Martin
Subject: RE: CAN YOU HELP ME OUT?

Hi Maria! Of course I remember you—you grow tomatoes from seeds! Here's my advice. First, don't take the poor response personally. Spring is our busiest time. I'm friends with the principal here, and he gets dozens of calls a day—parent calls and emergencies come first. So don't get discouraged, be persistent! FAX one dynamite page on your program first. Then ask the secretary to set up an appointment. Get the principal's e-mail address, or leave a voice mail suggesting a time to drop by. If he's not around when you show up, leave a note, and he'll feel positively obliged to return your call. Visit a school board meeting and introduce yourself during the breaks. Hang in there! Eventually, you're sure to get on the radar screen. Hope this helps. -- Jessie



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WHAT CAN TUTORS DO FOR STUDENTS?

Maria assembles a strong case to promote volunteer contributions to principals and staff.

TUTORLINKS

IN YOUR SCHOOLS!
Unleash the Potential of Volunteer Tutors

Volunteers get results...

- After two years with Washington Reading Corps tutors, 63 percent more public school students in Seattle passed the new state reading standards.
- A tutoring program in Savannah, Georgia helped raise standardized test scores an average of 18 points. This year, they're evaluating motivation, too!

What TUTOR LINKS can do for your school...

- Encourage students to take control of their academic lives
- Instill and share a love of reading
- Expand and enliven after-school and summer programs
- Match each struggling student with a consistent and caring adult
- Increase one-on-one attention for kids needing extra help
- Decrease the number of school dropouts
- Build community investment in school results
- Encourage parents to actively participate in their children's education

Volunteers are coming out of the woodwork...

- Participation is mushrooming, with many new volunteers from business and professional sectors.
- Energetic AmeriCorps and national service members, college students, and retirees stand ready, willing, and able to work with you and your students!

This year alone, we plan to serve 500 students in this district!

many of your students can benefit?

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laria Martin, Director of TUTOR LINKS, at 892-7631
more about the power of community volunte

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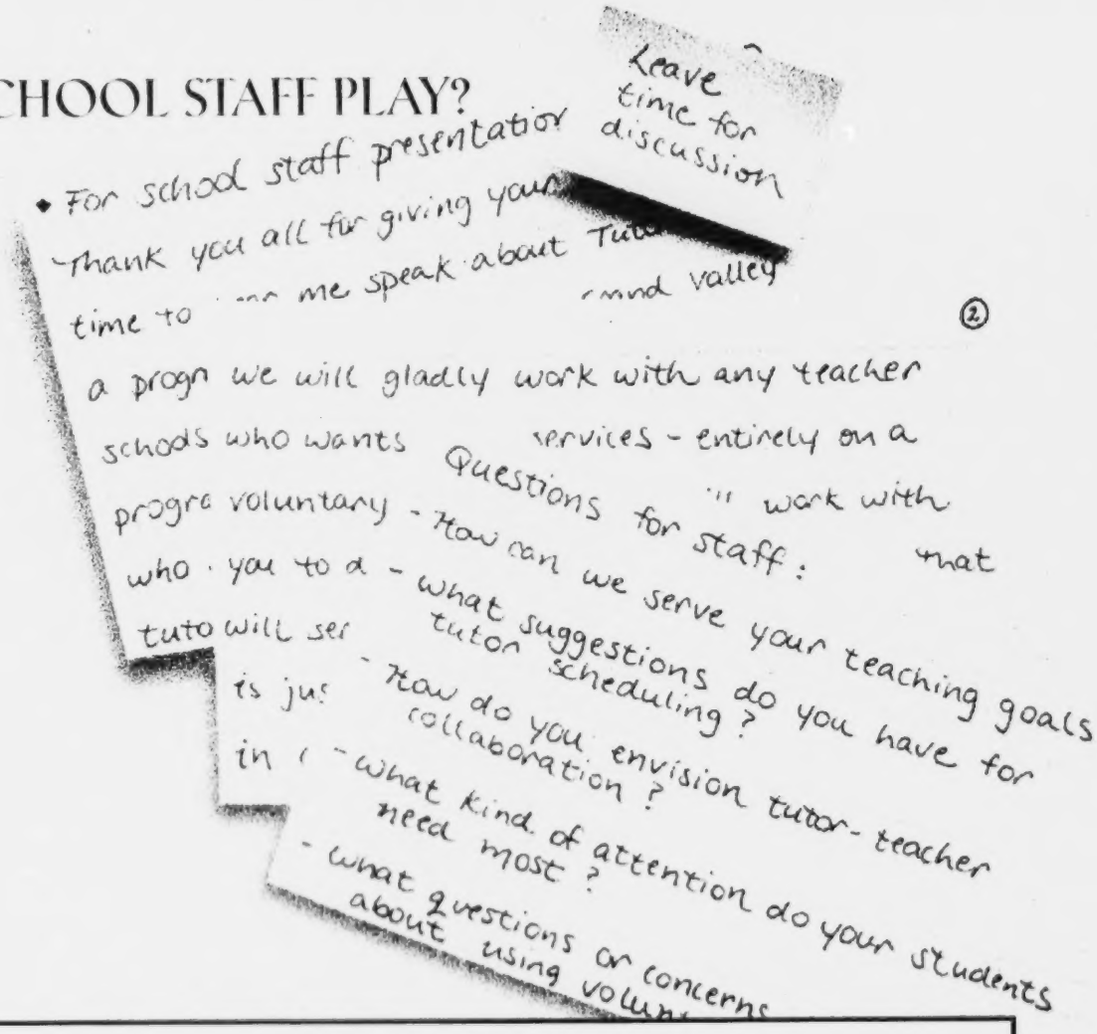
WHAT ROLES WILL SCHOOL STAFF PLAY?

Meeting with teachers and school staff, Maria poses simple questions: What are your needs? How can we help?


Leave time for discussion
• For school staff presentation
-thank you all for giving your
time to me speak about Tut
mmd valley
a progn we will gladly work with any teacher
schools who wants services - entirely on a
progra voluntary - How can we serve your teaching goals
who you to d - what suggestions do you have for
tuto will ser tutor scheduling?
is jus - How do you envision tutor-teacher
collaboration?
in - what kind of attention do your students
need most?
- what questions or concerns
about using volun
Questions for staff:
work with
that
②

Original Message-----
From: Jessie Dana
Sent: Tuesday, April 15, 7:38 AM
To: Maria Martin
Subject: RE: Thanks; help worked!

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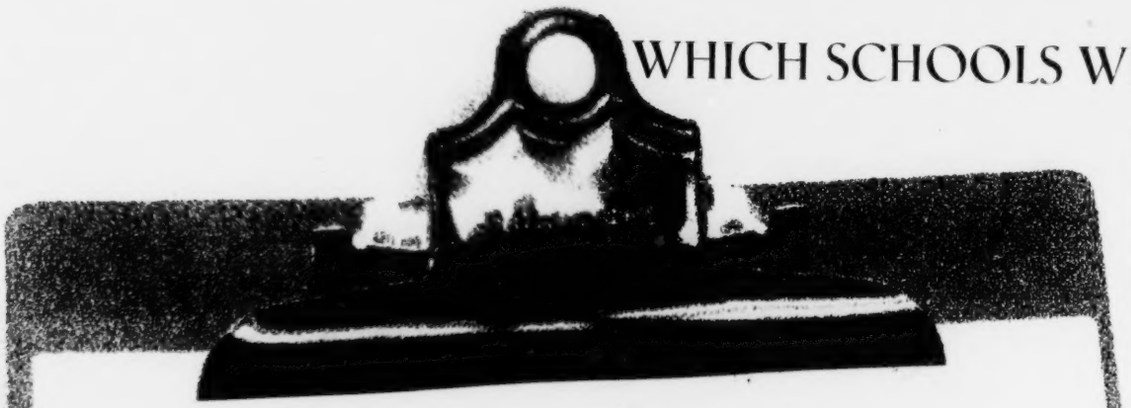
Maria—Great news! I'm excited that Ken scheduled your presentation at Emerson. It's a great school. A few tips for the staff meeting. Keep your talk short (5 minutes) to leave time for questions. Most of us have worked with volunteers, some with mixed results. Expect questions like: What training do tutors get? How much time will you need from me? Will students leave class or be tutored in class? Who screens and supervises tutors? Can I refer students myself?

We've all been burned by programs that promised the moon and didn't stay past Halloween. Let us help you shape things, and we'll be receptive. Look forward to seeing you again...Jessie

P.S. If the program's a "go," ask for a staff advisory group to help with nuts and bolts. Recruit from all areas (clerical, custodial, teacher, counselor, even students). Sign ME up as your first member! See you Thursday.

WHICH SCHOOLS WILL SIGN ON?

Maria negotiates a written agreement with each school, customized to its unique situation.



PARTICIPATION AGREEMENT CHECKLIST
Points for discussion with building principal — Maryann Becker

School Name: Hillside Date: 5/2

TUTOR LINKS will provide

___ Program coordination
___ Trained volunteers → very interested about volunteer training
___ Business sponsors
___ Program evaluation
___ Parent involvement program → one of his goals
___ Special enrichment programs
___ Student recognition
___ Teacher and staff recognition
___ School site supervision
___ Supplies for project activities
___ Supplementary books and materials } really interested in new resources for the school
___ Public relations and publicity

Can participating school provide?

✓ Student referrals
___ Teacher-tutor collaboration → discuss at staff meeting
✓ Quiet tutoring space → the library
___ Workspace for program ?
✓ Phone, fax, and copy machine
___ Student achievement data → parents have to OK not available until 2nd quarter
✓ Parent contact information
___ Schedules for tutors
___ Volunteer recognition } in conjunction with Tutor Links
___ Sponsor recognition
___ Space/support for parent events
✓ Coordinator-Principal communication → can meet bi-monthly
___ Volunteer welcoming/training event

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Finally! The message is out, our efforts are working. I've got solid ground under my feet and good schools lined up. At Bethune Elementary, the greatest kids gave me a tour—so proud of their art and writing posted on the walls. The principal shook my hand when I left. "Welcome to the community," he said. And I felt it. I believe this community will rally around the kids.

SUMMER

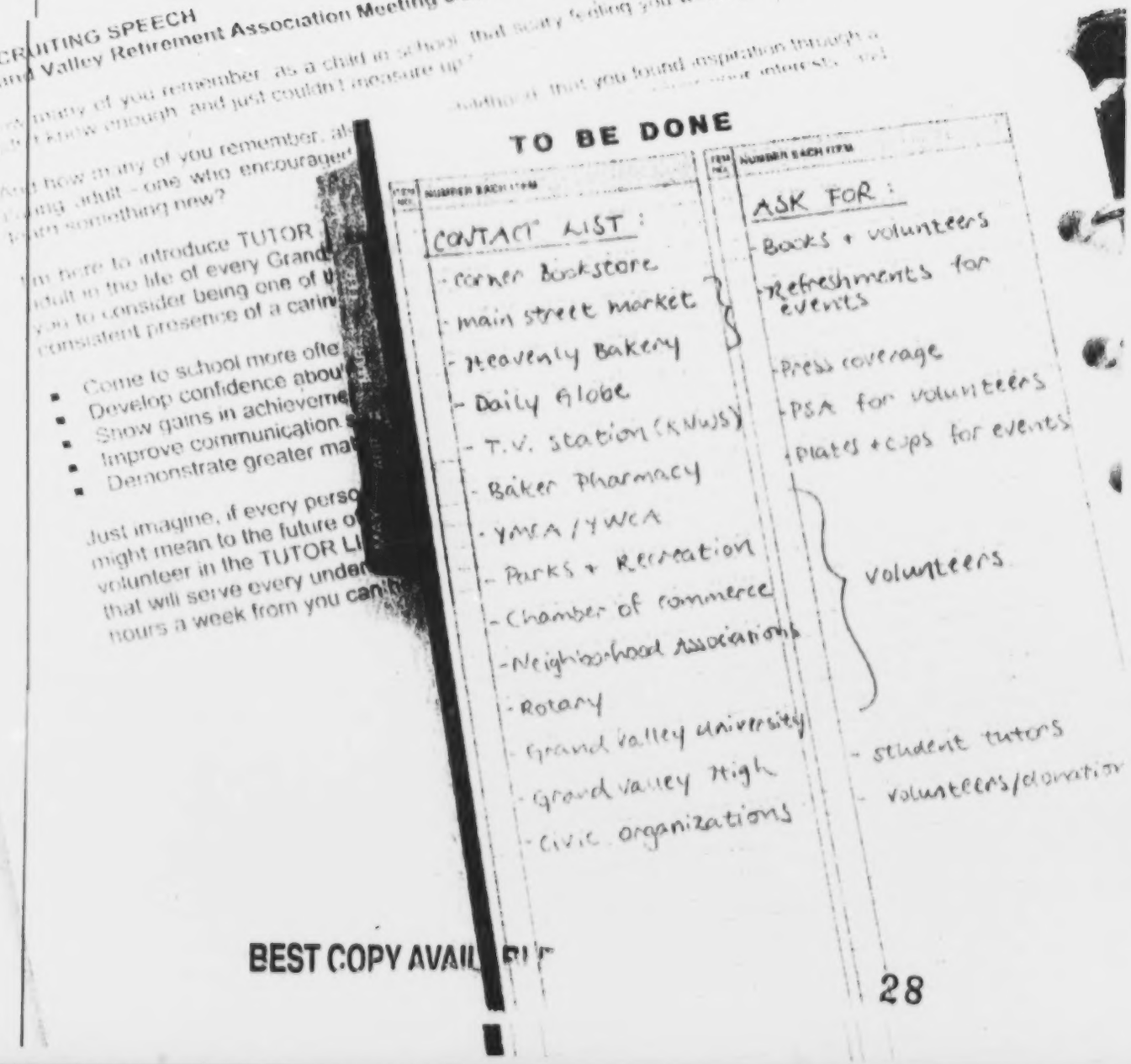
BRANCH OUT: BUILDING COMMUNITY PARTNERSHIPS

School is out, and people are taking it easy. Maria hopes to create a place in the community for her new project during this down time. A good time for knocking on doors, making new contacts, having chats—everyone's moving at a slower pace.

The sun's out. I'm tempted to sit and soak it all up (though sit and stew is more like it). Just don't feel ready for recruiting. Sometimes it's so overwhelming—300 volunteers is a huge number. This program will only work if we engage the entire community. So, it's time to start asking, hands open, Do you...? Have you...? Could you...? But I won't go out as a beggar. I've got something special to offer. Better make hay while the sun shines.

WHERE WILL THE TUTORS COME FROM?

Looking for hundreds of recruits, Maria wrestles with where to find them and how to ask.



RECRUITING SPEECH
Grand Valley Retirement Association Meeting 6/23, 7:30 PM

TO BE DONE

ITEM NO.	NUMBER EACH ITEM
	CONTACT LIST:
	- corner Bookstore
	- main street market
	- Heavenly Bakery
	- Daily Globe
	- T.V. station (KWUS)
	- Baker Pharmacy
	- YMCA / YWCA
	- Parks + Recreation
	- Chamber of commerce
	- Neighborhood Associations
	- Rotary
	- Grand Valley University
	- Grand Valley High
	- Civic organizations

ITEM NO.	NUMBER EACH ITEM
	ASK FOR:
	- Books + volunteers
	- Refreshments for events
	- Press coverage
	- PSA for volunteers
	- Plates + cups for events
	volunteers
	- student tutors
	- volunteers/donation

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WHAT APPROACHES ATTRACT VOLUNTEERS?

Maria ponders strategy as she designs a recruitment flyer.

TUTORLINKS

Volunteers Serving Grand Valley Public School Students

WANTED: CARING ADULTS
REWARD: SEE A CHILD ASPIRE

BUILD OUR COMMUNITY, ONE CHILD AT A TIME!
TWO HOURS A WEEK CAN HELP ONE CHILD SUCCEED.

DO YOU:
Like to read
Have a special skill
Have patience and humor
Like being with children
Want to make a difference

WILL YOU:
Agree to help 1 child
Commit 2 hours wk
Come to special training
Be dependable
Stay for a year

TUTOR LINKS WANTS YOU.

Call 892-7631 and ask for an application form today!

WHAT IS TUTOR LINKS?

Volunteer program sponsored by the Grand Valley Public Schools, Grand Valley Council on Aging – Senior Activities Center, Grand Valley University, and the Tri-County Community Service Center. We collaborate to provide tutors to targeted students in schools, support their learning for a year, and measure the results.

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WHICH PLANS HELP FOCUS THIS SEARCH?

Better acquainted with sources for volunteers, Maria charts her recruiting targets.

AmeriCorps and VISTA positions fill in the spring — get busy!

Community volunteers are unlimited — fast way to grow!

Seniors, college students, children: how to orchestrate good working relationships?

From: Maria Martin
Sent: Thursday, June 10, 1:14 PM
To: Jessie Dana
Subject: Farewell 'til fall

Jessie, I hope your summer is truly relaxing. Thanks for your help recruiting schools—couldn't have done it without you. Wish you were working over the summer to help me recruit the 300 volunteers! I envision a veritable army, trained and ready to roll, when you all return. Imagine—every struggling learner with an extra caring adult! The trick is where to find them. If you have any thoughts, let me know...Maria

From: Jessie Dana
Sent: Thursday, June 10, 3:40 PM
To: Maria Martin
Subject: RE: Farewell 'til fall

Hi Maria! Don't thank me—I support what you're doing. I do have some ideas about where to get volunteers. Work the neighborhoods! This way, we know the tutors, they know the kids, and they don't have far to travel. Look for parents (like Mrs. Nguyen, who's great with English language learners). Consider the retirement home down the street or the neighborhood high school. Also, some of our teachers have college-age children who might want to volunteer. Can you get flyers to key spots close to the schools? Think about neighborhood newsletters, school bulletin boards, service clubs, churches, laundromats. Good luck! Don't forget to take a break, too. You won't believe the pace in the fall! --Jessie

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WHAT DOES IT TAKE TO SELECT GOOD TUTORS?

TUTORLINKS

VOLUNTEER APPLICATION FORM

First Name

Last Name

Home Phone

E-mail addre

This progran
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POSSIBLE INTERVIEW QUESTIONS FOR VOLUNTEER TUTORS

Experience

- What experience do you have working with children or teachers?
- Do you have any direct experience as a tutor or mentor?
- What positive or negative school experiences have you had?
- What are some of your favorite children's books?

Job Description

- What ideas do you have for reaching the goals of this program?
- How does the job description fit in with your personal goals?
- What is the ideal working environment for you?
- What skills or personal qualities do you have for this position?
- What is your experience working with cultures different from your own?
- What are the most difficult aspects of jobs you have held?

About Children

- What do you feel are the main reasons that children don't learn?
- What do you think a tutoring relationship will be like?
- Are there certain types of children you feel you can't work with?
- What are the best things about working with children? What are the hardest?

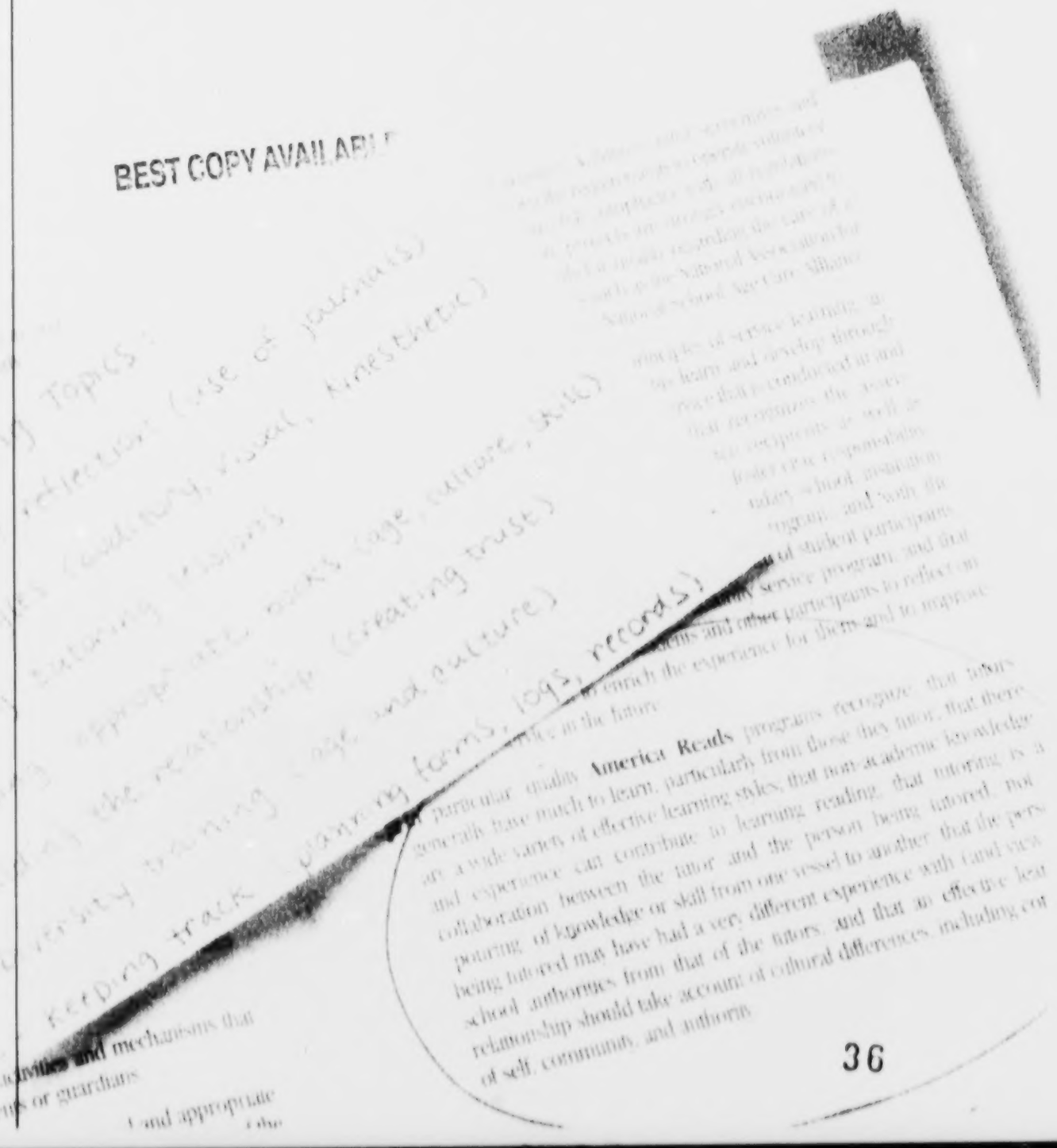
Tough Questions

- What would you do if a fight breaks out?
- Suppose that you observe an adult in the school (parent or school staff) doing something you think is wrong or bad for a child. What would you do?
- What if a student says, "I won't work with you?" How would you reply?
- What conditions might cause you to quit volunteering before the year's end?

Well, you can't just say "show up." Maria finds time to think through applications and interviews.

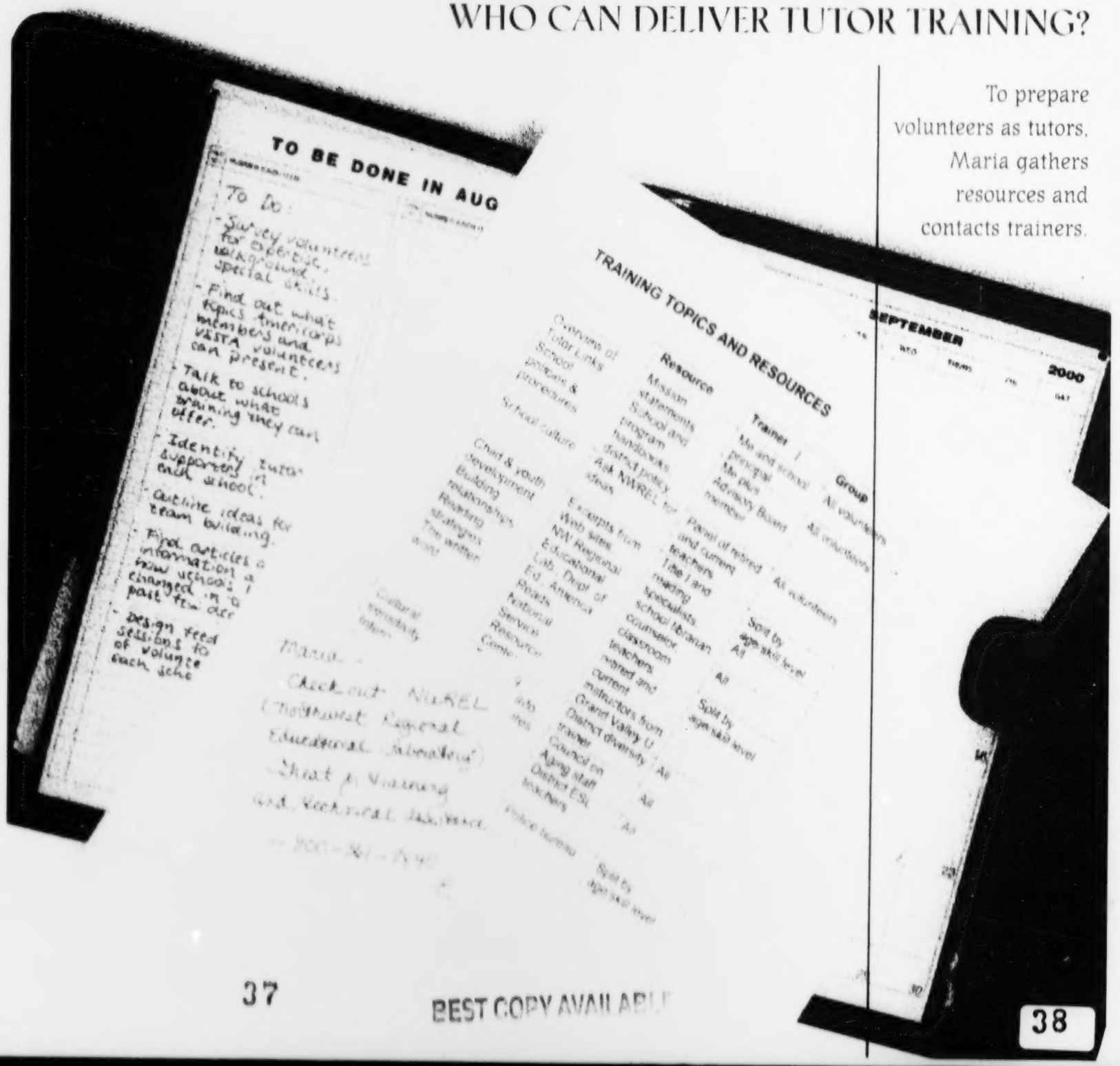
WHAT TRAINING DO VOLUNTEERS NEED?

Inspired by research, Maria pores over manuals to select possible training topics.



WHO CAN DELIVER TUTOR TRAINING?

To prepare volunteers as tutors, Maria gathers resources and contacts trainers.


TO BE DONE IN AUG
To Do:
- Survey volunteers for expertise, background, special skills.
- Find out what topics AmeriCorps members and VISTA volunteers can present.
- Talk to schools about what training they can offer.
- Identify tutor supporters in each school.
- Outline ideas for team building.
- Find articles & information & new ideas & arrange in a pair file
- Design feed sessions to of volunte each sche
Maria -
Check out NWREL (Northwest Regional Educational Laboratory)
Shari @ Mainery and Rockford Institute
TRAINING TOPICS AND RESOURCES
Resource
Trainer
Group
Overview of Tutor Links
School policies & procedures
Mission statements
School and program handbooks
District policy
Ask NWREL for ideas
Me and school principal
Me plus Advisory Board member
All volunteers
School culture
Child & youth development
Building relationships
Resisting stereotypes
The written word
Excerpts from Web sites
NW Regional Educational Lab.
Dept. of Ed. - America Reads
National Service Resource Center
Parent of retired and current teachers
All volunteers
Cultural sensitivity
The 1 and reading specialists
School librarian
Solid by age skill level
All
counselor
classroom teachers
retired and current
instructors from Grand Valley U
District diversity trainer
Council on Aging staff
District ESL teachers
Police bureau
SEPTEMBER
2000

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HOW WILL VOLUNTEERS COME TOGETHER?

"Let's get to know each other," thinks Maria, planning her first all-project retreat.

PROGRAM OF EVENTS

8:30 – 9:00 *Meet and Eat: Breakfast Buffet by Bon Vivant*

9:00 – 10:00 Introductions and Icebreakers
Mayor's Challenge
Work: School Board completes mission group

10:00 – 10:15 Break

10:15 – 11:15 Student Stories: "Why it's Hard to Learn"
Response: Program Ideas That Will Help

11:15 – 11:45 Focus Groups: What We Need to Accomplish

11:45 – 1:30 Lunch outdoors! *Sammy's Pit Barbe*
Music by UNPLUGGED!

1:30 – 2:30 Leadership Issues: Buildi

2:30 – 3:30 The Spirit of Mer

3:30 – 3:45

3:45

YOU'RE INVITED

PLEASE JOIN US FOR LIVE LINKS, A DAY OF DIALOGUE AND WORKSHOPS FOCUSING ON THE TUTOR LINKS PROJECT. I PERSONALLY EXTEND THIS INVITATION TO ALL ADVISORY BOARD MEMBERS, COLLABORATING TEACHERS, BUILDING PRINCIPALS, VOLUNTEERS, PROJECT STAFF, AND STUDENT ADVISORS. THE MAYOR AND COUNCIL MEMBERS AND THE GRAND VALLEY SCHOOL BOARD WILL KICK OFF A LIVELY AGENDA OF ACTIVITIES!

LOCATION: HISTORIC LANGFORD HOUSE, GRAND VALLEY ARBORETUM
TIME: 8:30 AM– 5:00 PM SATURDAY, AUGUST 20
AND LUNCH WILL BE SERVED.
MARIA MARTIN, PHONE 892-7631, FAX 892-7699
FINANCIAL DONATION FROM LEA AND DAVID JONES FOUNDATION

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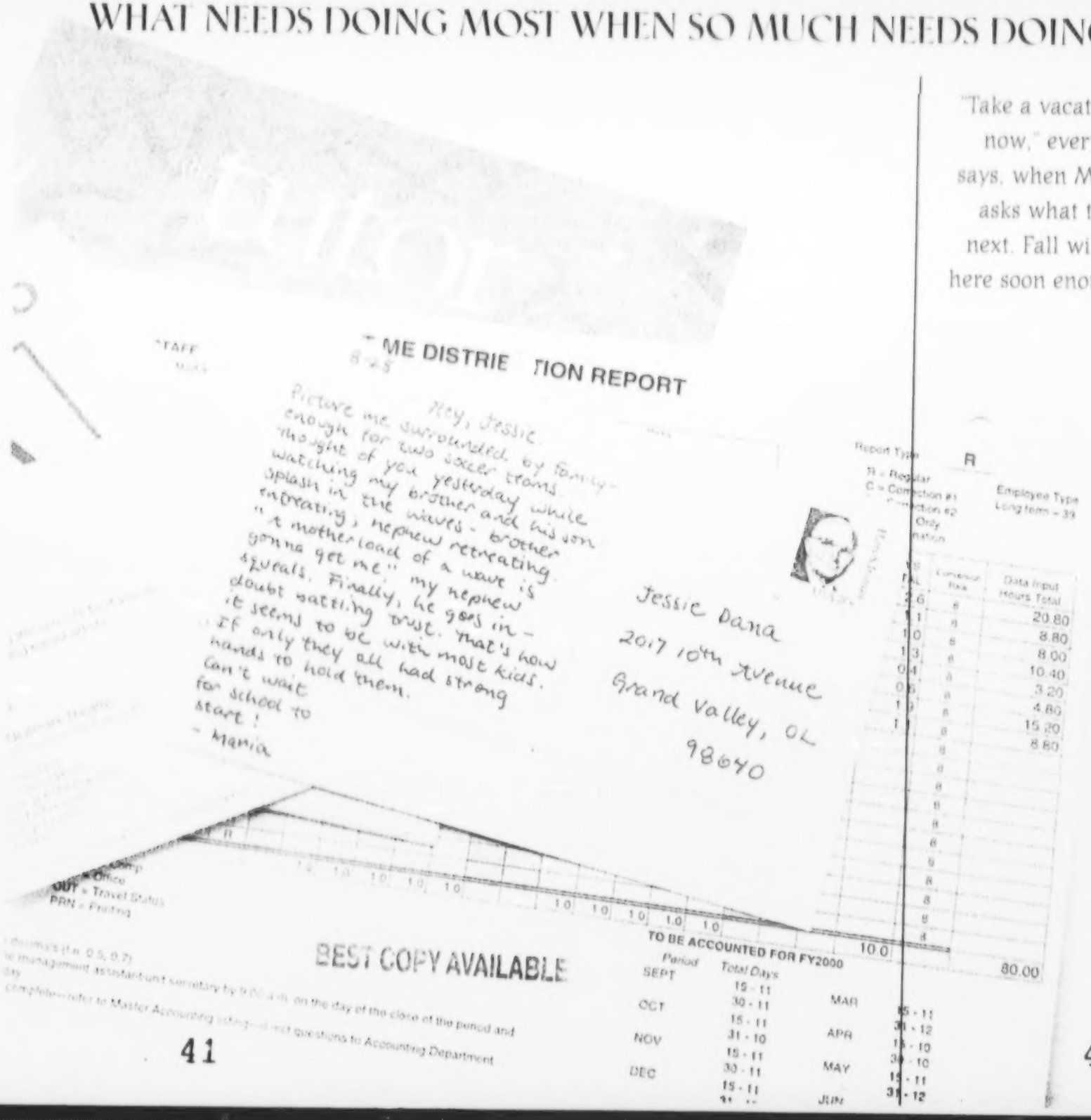
WHAT NEEDS DOING MOST WHEN SO MUCH NEEDS DOING?



"Take a vacation—now," everyone says, when Maria asks what to do next. Fall will be here soon enough.

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Had the dream again. In my back-to-school best, all spit and polished, fancy braids in my hair, but I can't find my class and start running from room to room frantic for a familiar face. I look at the class lists. Nobody knows my name. I stand in the principal's office. Nobody helps me. I start to cry. Nobody hears me. Except the janitor. "Go home," he tells me gently. "School starts next week." It's been a long time since I felt such anxiety. Thought I was over it. And, now, here it is again.

FALL

BEAR FRUIT: PUTTING STUDENTS AND TUTORS TO WORK

When school starts, the real work begins. The partnership vision, plans, and promise now all depend on Maria's successful launching of the work—productive tutor relationships that will have a positive impact on student achievement and attitudes.

Tomorrow, they all gather here for the first orientation session—200 volunteers all in one room. Then one full week of training in groups. What was I thinking when I set this up!? Now I've got to take the stage. What about stage fright? Voice quivering, feet dead weight, brain blank. OK. Gotta take myself out of the picture. This really isn't about me. I just have to create the environment, one that will encourage this community of volunteers to freely share, take chances, open to new possibilities. Start with a circle of chairs. Build on that. Transform it into a welcoming space. Add color. Add quotations. Add volunteers. Add activities. I've racked my brain for interactive ideas that connect to our purpose. Will they work?

WHEN CAN VOLUNTEERS GET STARTED?

Maria's there when the school doors open. All she needs is students to start scheduling the work.

From: Maria Martin
Sent: Monday, September 12, 12:50 PM
To: Jessie Dana
Subject: Welcome back Jessie

Jessie, Fall at last! I'm all set to start Tutor Links and looking forward to getting to know you and Emerson Elementary better. I've recruited and screened over half the volunteers we need—good people and eager to begin. I've called, written, and e-mailed the principal to meet and create the schedule. So far, no word. What's up? I've stopped by to catch Ken a few times, but no principal in sight. Any advice? Happy you're back...Maria

From: Jessie Dana
Sent: Monday, September 12, 3:40 PM
To: Maria Martin
Subject: RE: Welcome back, Jessie

Hi Maria. I hear your eagerness! Not to squash it, but September is a hectic month. We can't place volunteers until we fix kids' schedules (there are room shifts, placement issues), make referrals for special services (the law), and troubleshoot parent concerns. Ken's out in the classrooms a lot. Also, teachers need time with students before they can decide who needs tutoring. We probably can't refer students for three weeks.

So what can you and the volunteers do now? Get acquainted! There's an all-staff ice cream social after school next Monday—come as my guest. You might check with the media specialist; maybe volunteers can lead a reading circle. (Will tutors have buttons that identify them as Tutor Links?) Let's get the advisory committee together after school tomorrow (I'll help) for ideas on getting access. The staff should get a chance to meet you all. --Jessie

WHAT SUPPORT DO TUTORS NEED TO SUCCEED IN SCHOOLS?

Introduction to Reading Strategies
Training Outline

Introduction/Islands of Competence
Participants draw three circles on a blank page and identify their "islands of competence" or skills related to tutoring. In small groups, they introduce themselves in the context of their competencies and try to identify what they have in common. Each group will report out to the larger group. After this exercise participants will post their "islands" on the wall. (Adapted The Self Esteem Teacher by Robert Brooks published by the American Guidance

...n Me? ... readers experience and the strategies they use to ...ensitivity training for tutors. ... story, "Can you Help Me?" ... for a volunteer to read ...d you use

Facing many and diverse volunteers, Maria plans an orientation to create strong teams.

Self-Reflection for Tutors

- **What are my past experiences in association with schools and other learning sites?** *Go back to your earliest memory of school. What was it like? Were you always successful in school? Recall some of your successes. Who helped you learn? Recall a difficult time with learning. What effect did it have on you? Did an adult help?*

- **What are my current experiences and associations with schools and learning sites? As a learner? As a parent? As a community member?** *How much do you know about the way schools work? Do you have insight into the concerns of school staff, students, and parents? What is it that drives their day?*

- **What is my attraction to and personal interest in this work? Do I have a sense of mission?** *Why do you want to do this job? What personal reward do you see yourself obtaining from this work? Do you understand the program's mission? How is it like your personal mission? How is it different?*

- **What knowledge and skills do I bring to this work?** *Do you have experience working with children? What do you know about tutoring or literacy? Have you ever taught someone to read? Your child, grandchild, or sibling? What do you do in everyday life that you can bring to this work?*

- **What are my beliefs about education, school settings, learning environments, teaching, and children?** *How do you feel about the education system today? How do you view teaching? What have you read about education today? Is it positive or negative? What do you believe about how children learn? What do you think children need most to be successful learners? How can your tutors best assist the school?*

- **What beliefs or characteristics do I hold or have that will help or hinder this project?** *Looking at your responses to the first five questions, are there any answers that speak to this question? What are your concerns or fears relating to this project? Are you flexible? Have you previously worked in a diverse setting?*

Find marc Freedman article- Partners in Growth: Elder mentors and At-Risk Youth

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WHAT STRATEGIES WILL ENGAGE PARENTS?

Maria asks parents the crucial question for fall: "Will you partner with us as we work with your child?"

TUTORLINKS

September 30

Dear Parents and Guardians,

Your child's teacher has nominated _____ to participate in a very special new program called Tutor Links, linking community volunteers with students to boost achievement. A wonderful, committed person is now available to help your child learn.

Throughout the school year, this tutor can give special attention to your child, focusing on homework assistance and building academic skills. The program will be designed with your child's teacher to meet his/her individual needs. Tutoring sessions will be scheduled during the school day for about two hours per week— at times when important classroom work will not be missed.

Results from similar programs in other schools show that a tutor can improve a student's academic performance, study skills, self-confidence, and motivation to learn.

We can only provide this service if you give us permission to work with your child.

We hope to speak with you, introduce tutors, answer questions, and give you a consent form in one of three ways. Please check the best way for us to meet with you.

___ I will come to Family Night on October 15, 7:00 PM (see invitation enclosed)
in order to attend, I will need help with ___ transportation ___ child care

___ I cannot come to Family Night. Please call me to schedule a before- or after-school conference.
_____ phone number ___ best time to call

___ I cannot come to the school. Please call me to schedule a home visit.
_____ phone number ___ best time to call

___ I do not want my child to participate. Assign my child's tutor to someone else.

Children will be matched with tutors on a first-come, first-served basis. So please fill in this form and mail it to us by October 5 in the enclosed envelope. We hope you mark October 15 on your calendar and come, with your family, to t special kick-off event.

I look forward to meeting you all!

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WHAT EVENT INVITES PARENTS IN?

Hoping for broad appeal, Maria includes incentives to gather families together and enlist parents as tutors, too.

TUTORLINKS

Family Night Kick-Off
7:00 – 8:30 PM, Wednesday, October 15

You are invited...

Please come help us launch this special new program for Grand Valley Students.
Parents, guardians, and family members are invited.

Parent Agenda

Meet the tutors
Learn about the program
Ask questions
Learn ways to support learning at home
Receive free books and study aids
Sign up your child

Activities!

Crafting, face-painting, relays for kids
Singing Nannies

TUTOR LINKS PARENT/GUARDIAN CONSENT FORM

My child _____ (fill in full name) has my permission to participate in the Tutor Links program at _____ school.

I understand he/she will receive 2 – 3 hours of tutoring on a weekly basis during school time for one year. I also understand that the tutors may change during this time.

In order to evaluate the program, I understand that the Project Director will need access to my child s transcripts and records, including academic and attendance testing, evaluation, and conduct information.

I have read this form and consent to my child s participation in the program. I also give permission to the Program Director to review my child's school records, with the understanding that this information will be kept confidential.

Parent/Guardian Signature _____ Date _____

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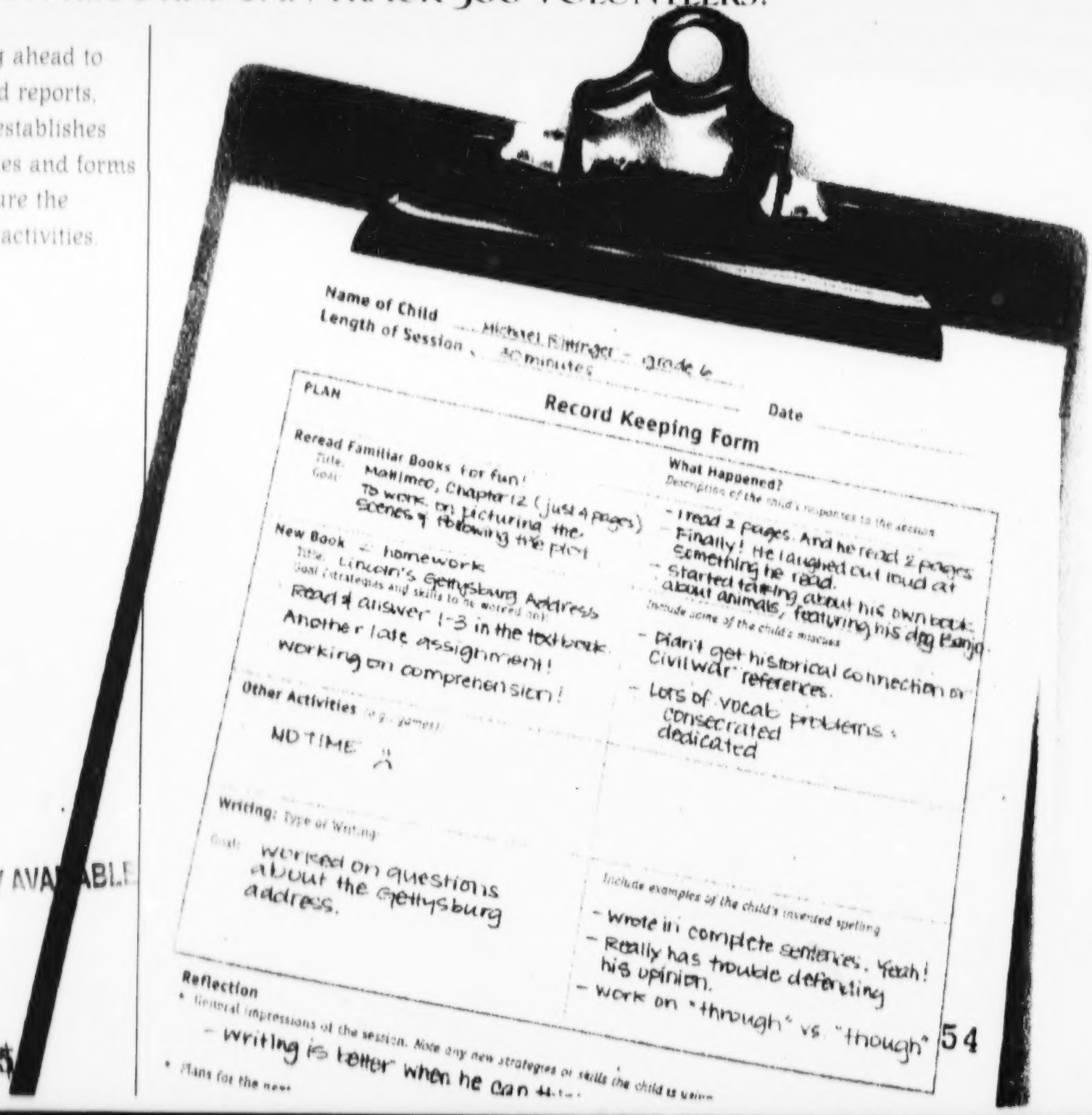
WHICH RECORDS CAN TRACK 300 VOLUNTEERS?

Looking ahead to required reports, Maria establishes schedules and forms to capture the project activities.



Name of Child Michael Ettinger - Grade 6
Length of Session 30 minutes

Record Keeping Form

Date

PLAN

Reread Familiar Books for fun!
Title: Mahlmeo, Chapter 12 (just 4 pages)
Goal: To work on picturing the scenes & following the plot

New Book - homework
Title: Lincoln's Gettysburg Address
Goal (strategies and skills to be worked on):
Read & answer 1-3 in the textbook.
Another late assignment!
working on comprehension!

Other Activities (e.g., games):
NO TIME :(

Writing: Type of Writing
Goal: worked on questions about the Gettysburg address.

What Happened?
Description of the child's responses to the session

- I read 2 pages. And he read 2 pages Finally! He laughed out loud at something he read.
- started talking about his own book: about animals, featuring his dog Banjo.

Include some of the child's miscues

- Didn't get historical connection or Civil War references.
- Lots of vocab problems: consecrated dedicated

Include examples of the child's invented spelling

- wrote in complete sentences. Yeah!
- Really has trouble defending his opinion.
- work on "through" vs "though"

Reflection

- General impressions of the session. Note any new strategies or skills the child is using
  - writing is better when he can
- Plans for the next

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WHAT QUESTIONS WILL GUIDE SITE VISITS?

Tutors matched with students and working in every school, Maria drops by one school to see how things are going.

TUTOR LINKS School Name _____
SITE VISIT QUESTIONS Date _____

ASK PRINCIPAL AND OFFICE STAFF

✓ Are volunteers checking in when they arrive? wearing Tutor Link buttons
Has it been easy to get them to the correct place?
Is the schedule working for you and the teachers?
What things can I do to improve operations?
Have you heard anything about the program that I should know about?

ASK TEACHERS

Are volunteers arriving on time, as scheduled?
Have you been able to communicate with tutors about student needs?
Are there additional ways tutors can support your goals?
Do you have suggestions that will make things run smoother?

ASK STUDENTS

How do you feel about your tutoring sessions so far?
What about them do you like the most?
What about them do you like the least?
Can you think of ways that they might work better for you?

ASK VOLUNTEERS

Are you able to coordinate with your host teachers?
Are you connecting well with the students? Explain ..
✓ Is your workspace satisfactory?
✓ Have you kept your schedule as planned? If not, why not?
Have you had any difficulties getting started? Explain...
What suggestions do you have for making things run more smoothly?

TUTOR SESSION OBSERVATION NOTES

Tutor name _____
Student name _____

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WHICH PROBLEMS EMERGE AS THE PROGRAM UNFOLDS?

People from all generations, backgrounds, and cultures are crossing the border into the schools. Maria braces herself, knowing that challenges will arise.

From: Maria Martin
Sent: Monday, November 20, 1:14 PM
To: Jessie Dana
Subject: Trouble Brewing

Jessie, I have a situation brewing with another school and need your insider's insight. A few teachers have their own agendas for the tutors, who are there to focus on literacy (the teachers' choice). Instead, they're being told to put up bulletin boards, make copies—everything but what our agreement states. Our volunteers have a lot to offer, but they're feeling more like go-fers than tutors. My relationship with the school isn't solid, and I don't want to mess it up with accusations. Still, our goal is student achievement, not classroom tidiness. How can I handle this without alienating the teachers?...Maria

From: Jessie Dana
Sent: Tuesday, November 21, 8:00 PM
To: Maria Martin
Subject: RE: Trouble Brewing

Hi Maria! Sorry about the trouble, but I'm not surprised—we lost funding for classroom aides last year. So it's tempting to use volunteers for what's missing. Also, parent volunteers often tidy up and make copies. Why not ask your tutors to set up a quiet time to meet with these teachers? Practice with them what to say. They should bring a copy of your program goals and evaluation forms; teachers may not have seen these. Tell volunteers to stress that they must report on the progress of individual children, so they have to work with kids directly. That's what I'd try—a straightforward approach. Let me know how it goes.

Since I've got you "on the line," there's another situation brewing for you at Emerson. Serena Juarez (2nd grade/room 105) mentioned that one of your volunteers is on a grandmotherly mission to save a girl named Ada. Ada's definitely high-need, but your volunteer seems overly focused on her. Ada tells a lot of home stories, and our counselor is checking them out. But your volunteer's talking about calling the family and taking Ada off on trips. Seems like a boundary issue to me. Talk to Serena about it. Do you discuss boundaries in trainings? Otherwise, things are smooth here. We're all grateful for the support! --Jessie

WHAT WILL INCREASE COMMUNITY INTEREST?

Speeches, newsletters, media events, public campaigns– Maria tries them all to build community effort.

TUTORTALK

THE NEWSLETTER OF TUTOR LINKS VOLUNTEERS

FALL ISSUE

THANKS MANY TIMES OVER...

Ann Paige Foundation	$1,000 for supplies
First Bank	30 lunch hour volunteers, 6 for each school
First Methodist Church	$100 and 300 books to Hillside Elementary
Hornet Hockey & KNWS	Pre-game TV coverage team reading with students

GETTING THE MESSAGE OUT

The Spread the-Word Team is doing a fantastic job of scheduling appearances to recruit volunteers and donations around the community. They will also be training new recruits December 1 to handle 15 upcoming public information presentations! Bravo to Cindy McCoy, Michael Dortman, Fern Hoy, Eli Martina, and Gretchen Szymanski.

NEXT TUTOR TRAINING

Friday, November 10, 1 – 4 PM

Don't Miss It: Solutions, Snacks, Socializing!

1-2 PM Troubleshooting Tutor Relationships:

By now you've broken the ice, but have you run up against any attitude and trust barriers with your students? We'll collaborate with school counselors and visiting teachers to plan some new strategies.

2-3 PM Helping Kids through the Holidays:

Holidays can be hard, especially for some of our students. Counselors and teachers provide guidance as we plan for this season.

3-4 PM Discussion and Planning:

We'll begin with your chance to voice any problems you're having, and end with a planning session for the January after school initiative.

NEW AFTER-SCHOOL PROGRAMS BEGIN JANUARY

Seniors, VISTAs, and AmeriCorps members are planning a new after-school initiative at two of our school sites (Bethune and Roosevelt). Programs will begin right after the holidays. We are now inviting any TUTOR LINKS volunteers who want to help with this to step forward. Meetings are: November 10, 3:30-5 PM; November 17, 1-3 PM.

FREE BOOK DRIVE

TUTOR LINKS barrels go to Grand Valley Mall during November to collect "gently-used" books for students over the holiday break. WRTC will sponsor the event with regular public service announcements during the morning news! APPLAUSE for Bob Blake, Nancy Curran, Jerome Benson and Walter Swenson, handling distribution and pick-up with Jerome's van.

VOLUNTEERS NEEDED:
CALL MARIA @ 892-7631 TO SIGN UP

November 17, 1-3 PM: The advisory committee for the after-school program will meet with volunteers who can contribute time on M-F 3 - 6 at our first two sites.

December 1, 1-3 PM: Spread the-Word training. Learn how to use the overheads, engage the audience and spread enthusiasm at public meetings.

December 15, 4-7 PM: We need volunteers to help sort free books by age group and box up a fair distribution to each of our schools. We'll serve dinner if you'll come help.

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30

As usual, I'm sick on the first day of Christmas vacation. Must be the strain. Can't believe how complex this work is: schedules, schedule changes, kids' needs, teachers' needs, volunteers' needs, school politics, neighborhood politics, kid politics. Constant juggling has worn me down. Worn me out. Feel like staying in my pajamas, eating bad food, watching soaps. It's that kinda morning. Have to get out that file of kids' pix and letters if I get any lower. Need reminders of what it's all about, despite small setbacks and nagging doubts. Maybe I should pull the troops together for a frank discussion—just what can we (and can't we) do for these kids? But how to proceed...

WINTER

TAKE STOCK: MEASURING GAINS AND GUIDING GROWTH

Three months into the program, and it's time to focus on what's working and what's not. Maria grapples with how to sustain efforts, measure student progress, and manage expansion.

I've forgotten how snow can shut down a city. First day after vacation, and I was one of the brave few slogging through it. A rare, still day. Had time to catch up on phone calls. Some energizing; some sad. Jake and Lucille, the wonder seniors, are recruiting new volunteers right and left. A couple queries from other schools in the district wanting to know about our program. But Joe's message says he's leaving the program. Hearing that's hard, even though he insists it's nothing personal. You can say that to grown-ups, but who's going to tell the kids?

WHAT GUIDANCE CAN OTHERS PROVIDE?

"Share the tough problems and seek advice," Maria thinks as she outlines issues for discussion.

TUTORLINKS

MEMO: January 3
TO: Tutor Links Advisory Board
RE: **Quarterly Meeting Agenda**
January 17, 7:00 PM

Tri-County Community Service Center

NOTE: Hope you can attend this important meeting about issues central to program development. Your input is essential. Please call us ASAP if you are unable to attend (Maria @ 892-7631).

AGENDA: **7:00 PM** Introductions

7:15 PM Program Evaluation

In spite of reports on improved motivation and performance from teachers, tutors, and even students themselves, second quarter grades show insubstantial gains for Tutor Links students.

- How can we document the real gains we are making?
- How can we improve our efforts to boost student achievement?

8:00 PM Volunteer Recruitment and Management

Numbers of volunteers show both losses and gains. We have lost 15% of our fall tutors, but early estimates of January recruits indicate we may recover these losses and even increase our numbers. Also, many current volunteers want to give extra time to work with students after school.

- How can we get feedback from those leaving and improve retention?
- How would you suggest integrating new volunteers into ongoing work?
- Should we start new projects if volunteers are committed to them?

8:30 PM School Staff and Volunteer Relations

Fall site visits revealed some relationship difficulties with school staff in two schools.

- How might we deepen our understanding of these situations?
- Can training address the emerging issues, and who should attend?
- What other actions would you recommend as we seek to learn more?

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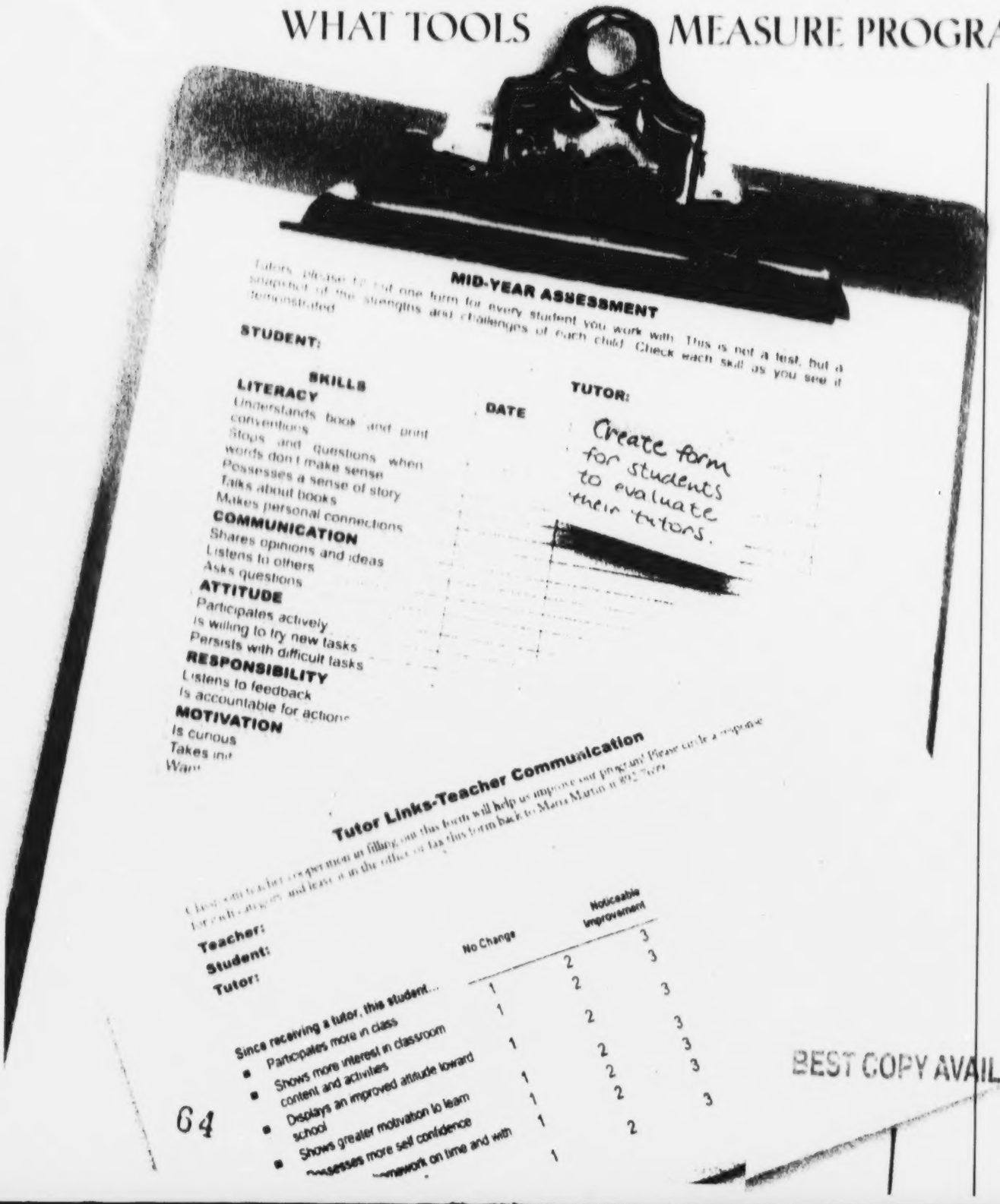
WHAT TOOLS MEASURE PROGRAM IMPACT?

Maria surveys all participants to learn more about their experience and perspective.



MID-YEAR ASSESSMENT

Tutors, please fill out one form for every student you work with. This is not a test, but a snapshot of the strengths and challenges of each child. Check each skill as you see it demonstrated.

STUDENT: **TUTOR:**

DATE

Create form for students to evaluate their tutors.

SKILLS

LITERACY
Understands book and print conventions
Stops and questions when words don't make sense
Possesses a sense of story
Talks about books
Makes personal connections

COMMUNICATION
Shares opinions and ideas
Listens to others
Asks questions

ATTITUDE
Participates actively
Is willing to try new tasks
Persists with difficult tasks

RESPONSIBILITY
Listens to feedback
Is accountable for actions

MOTIVATION
Is curious
Takes init
Warm

Tutor Links-Teacher Communication

Check with teacher cooperation in filling out this form will help us improve our program! Please circle a response for each question and leave it on the office or fax this form back to Maria Martin at 892-7[illegible]

Teacher:
Student:
Tutor:

Since receiving a tutor, this student...	No Change			Noticeable Improvement
Participates more in class	1	2	3	
Shows more interest in classroom content and activities	1	2	3	
Displays an improved attitude toward school	1	2	3	
Shows greater motivation to learn	1	2	3	
Possesses more self confidence	1	2		
Completes homework on time and with	1			

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WHERE'S THE BALANCE BETWEEN STABILITY AND GROWTH?

Taxed by mid-year reports and faced with new requests, Maria juggles priorities.

66

From: Jessie Dana
Sent: Tuesday, January 03, 4:17 PM
To: Maria Martin
Subject: Tutor Links after-school

Hi Maria! I see you're starting up two after-school programs. We'd like one at Emerson, too! Your tutors want to help outside the classroom, and this could be how. Many of our parents can't afford after-school care and their kids need a structured place to be. We're thinking about enrichment—homework club, arts activities, and recreation—whatever talents the tutors bring. If you can get this going, I'll help locate space and supplies (cafeteria is open after school). Should we pull together the advisory committee on this? Say yes! --Jessie

From: Maria Martin
Sent: Tuesday, January 03, 5:11 PM
To: Jessie Dana
Subject: RE: Tutor Links after-school

Jessie, this sounds great, but I'm on overload. Working with five sites and plugging in new volunteers has me spinning! I'm getting anxious, too. Across the board, second quarter grades aren't showing many gains. How can we branch out when I can't show success in our core effort? Mid-year reports are due, and what will I say? Aaagghhh! (You know, of course, I WANT to do this...it just feels like too much.) Sorry, Maria

From: Jessie Dana
Sent: Wednesday, January 04, 7:30 AM
To: Maria Martin
Subject: RE: Tutor Links after-school

Maria, I know exactly how you feel...it gets overwhelming. Running before school (and gardening after) helps me. Hope you don't put too much weight on grades—you've only been up and running three months and grade improvements take time. How about gathering teacher and tutor observations for the mid-year report?

On the after-school idea, let's get the advisory committee together (and a core group of tutors) to talk about both: your reports and after-school resources. I bet our parent volunteer coordinator can lend a hand. You don't have to do the work alone! Say yes to the meeting? Keep breathing. --Jessie

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WHAT LEADERSHIP ROLES CAN VOLUNTEERS PLAY?

Planning upcoming events, Maria learns a new and essential skill—letting go, so that others can take the lead.

TUTORTALK

THE NEWSLETTER OF TUTOR LINKS VOLUNTEERS

WINTER ISSUE

FAMILY LITERACY NIGHT BETHUNE ELEMENTARY
February 8, 7-9 PM
Tutors: Pick favorite book characters with your tutees, and dream up your costumes for the book parade. Dewana R. is in charge of literacy games; Marc B. will handle free book distribution. Our own Read Aloud Players will demonstrate lively approaches to everyday reading. Don't miss this opportunity to team up with your students' families.

FLU ALERT AND SEMESTER BREAK
Some warnings about flu flurries. Consider flu shots (especially seniors). Your own supply of tissues is also recommended. If you become ill, please call the office. Winter break is February 22 – 26; no students will be in school. Time to rest and recover!

TUTOR TRAINING
Friday, January 20, 9 AM – 2 PM

Don't Miss It! Food! Friends! Focus!

9-10 AM - Focus on Achievement: Collaborate to describe progress toward boosting student achievement, identify areas for improvement, and pinpoint actions to get results.

10-11 AM - Focus on Assessment: Review assessment ideas and practice using forms. Additional training on Fri., Feb. 19, 9 AM -12 PM.

11-12 PM - New Recruits and Parent Night Planning: A two-team split will plan:
(1) How to integrate new volunteers
(2) Lively activities for Family Literacy Night.

12-1 PM - Meet and Greet New Volunteers: Tasty lunch at tables for each school team.

1-2 PM - New Volunteer School and Program Orientation: Led by Amir and Enid.

EMERSON AFTER-SCHOOL PROGRAM BEGINS FEBRUARY
Culture Express is the learning theme that kicks off the first two weeks of the Emerson after-school program, organized by the Links volunteers. Students will use music, dance, drawing, and story to explore diverse school cultures. Many families are special guests!

SPREAD-THE-WORD
Good work continues! Speakers scheduled with Roosevelt PTA, ComputerHouse staff, Interfaith Council, Grand Valley Women's Forum, Knit One, and City Soccer.

VOLUNTEERS NEEDED:
SIGN UP! CALL MARIA @ 892-7631

Inclusion Workshop (hearing impaired): Two tutors will learn about outreach.

Conflict Resolution: Three tutors will be invited to district training, then you train us.

End of Year Celebration: Team from each school to plan closing party and awards.

THANKS, THANKS MANY TIMES OVER...

Jefferson Bank, $500 for after-school program supplies. (Thanks grant-writer Betsy Lee).

Corner Bookstore, for sending guest authors to visit Bethune Elementary.

Tonya Jefferson, Hillside teacher, for telling KRDO reporter: "Tutor Links is fantastic!"

Dr. Marcus James, GVU Urban Studies Professor, for sending students to volunteer.

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WHAT SUPPORT DO FAMILIES NEED?

Maria works with volunteers to plan inspiring family events.

What is Literacy, Anyway?
An Active Discussion with Parents
Training Outline

Quick Survey: Do a show of hands. How often do you read? At bedtime? Other times? Write letters? E-mails? Lists? Reinforce that our lives are filled with literacy events.

Everyday Literacy: Prepare a bag/sack of materials that represents the diverse literacy events that occur in a day, e.g. newspapers, cereal boxes, TV Guide, train schedules. Review sack with the group. What are some of the different literacy types shown? What can you tell about me, my interests, etc ? Ask parents to work in pairs to list what would be in their sack. Selected pairs share their ideas.

Creative Things That Families Can Do Together to Promote Literacy: Post the following categories on flip chart paper around the room. Go over examples and then ask parents to brainstorm other ideas and add these to the appropriate category.

Around the house:
- Rearranging your furniture? Why not work with your children on a new
- who can come up with the most useful design.
- If it's broke, don't fix it quite yet. Appliances can be fascinating, e
- showing. Using common-sense safety guidelines, let your chil

In front of the T.V:
- Ask your children about what is happening on the
- together. See if they can explain the entire pl
- If your child shows an interest in the topic
- book. Or check to see if the museum

Close to home:
- When's the last time
- outside and see wh
- Take advantage
- ask grandpare
- interesting re

At the grocery st
- Ask your childr
- can organize it. T
- Encourage children
- money you saved.

On the road:
- For squirming kids on longer
- m there. You'll be amazed
- e the first to find e

YOU'RE INVITED

CAN YOUR CHILD SHINE?
GET READY FOR THE BIG PARADE!
DOOR PRIZES ✿ REFRESHMENTS

A SPECIAL INVITATION FROM TUTOR LINKS FOR
FAMILY LITERACY NIGHT
WEDNESDAY, FEBRUARY 8, 7-9 PM
BETHUNE ELEMENTARY MULTI-PURPOSE ROOM

- SEE YOUR CHILD STAR AS A FAVORITE BOOK CHARACTER
- JOIN IN AS READ ALOUD PLAYERS PERFORM LITERACY FEATS
- ASK QUESTIONS ABOUT READING AND WRITING SKILLS
- PRACTICE IMPORTANT READING STRATEGIES WITH OTHER PARENT

PLEASE CALL IF YOU WILL ATTEND.
TELL US HOW MANY TO EXPECT!
MARIA @ 892-7631

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HOW CAN TRAINING SUPPORT STUDENT PROGRESS?

TUTOR LINKS TRAINING • JANUARY 20
FOCUS ON ASSESSMENT – TRAINING OUTLINE

WHAT IS ASSESSMENT? AND WHY DOES IT MATTER SO MUCH?

- **Let's start with you.**
  Think of a situation in which you were being assessed. Share this with someone at your table. Come up with one or two words that characterize the experience. Ask for a few volunteers to share. Debrief stories and respond to concerns.
- **Survey the group.**
  Overall frame for the session. What do you know about assessment? What do you want to know? Discuss in small groups. Identify themes. Record responses.
- **Review assessment tools.**
  Ask volunteers about the assessments they've seen being used in their placement schools. Record. Outline various approaches to assessment—portfolios, standardized testing, outcome-based measures, and performance. Talk about the difference between testing and assessing.
- **Tutor Links approach to assessment.**
  Clarify the role of the volunteer in the assessment process. Stress that our assessment forms are not tests. They are designed to reveal children's strengths as well as areas that need support. Effective tutors create sessions that will meet the learning needs of individual children. Introduce new assessment form.
- **Sharpening tutors' powers of observation.**
  Are the students you work with good communicators? How do you volunteers to focus
  they see
  respo
  obser
- **Move f**
  Working
  for that c

Items for agenda:

- Goals for the program
- mid-term grade results + assessment data
- Notes from Advisory Board
- Feedback on tutor-teacher communication
- check-in with new volunteers
- other comments or concerns

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Maria involves volunteers in the ongoing need to observe and track student growth.

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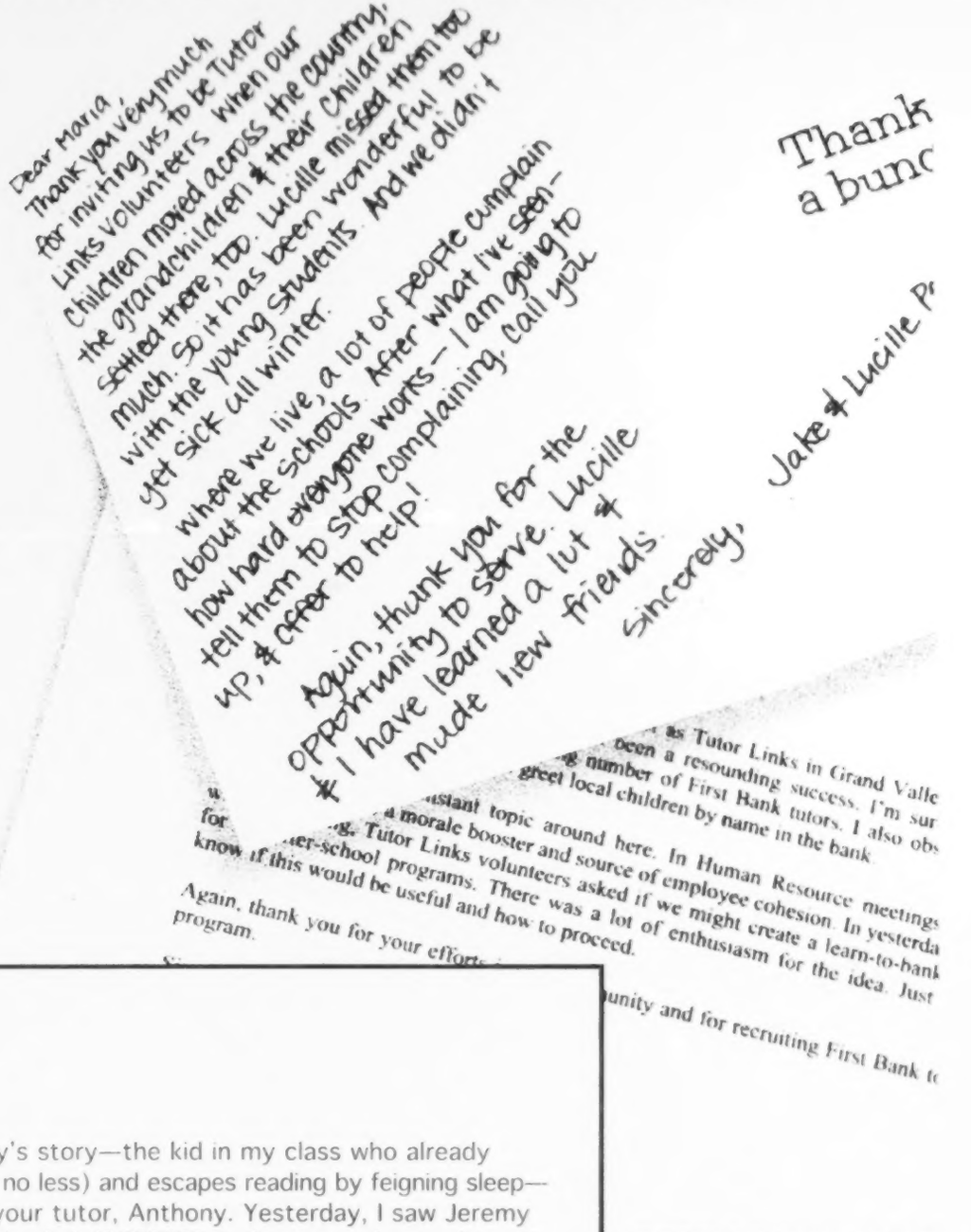
WHEN THE WORK GETS HARD, WHAT KEEPS THE FIRES LIT?

Just when difficulties seem daunting to everyone, encouraging signs appear.



Dear Maria,
Thank you very much for inviting us to be Tutor Links Volunteers. When our children moved across the country, the grandchildren & their children settled there, too. Lucille missed them so much. So it has been wonderful to be with the young students. And we didn't yet sick all winter.

where we live, a lot of people complain about the schools. After what I've seen- how hard everyone works - I am going to tell them to stop complaining, call you up, & offer to help!

Again, thunk you for the opportunity to serve. Lucille & I have learned a lut & made new friends.

Sincerely,
Jake & Lucille P

Thank
a bunc

...as Tutor Links in Grand Valle
...been a resounding success. I'm sur
...g number of First Bank tutors. I also obs
...greet local children by name in the bank

...stant topic around here. In Human Resource meetings
...a morale booster and source of employee cohesion. In yesterda
for ...g. Tutor Links volunteers asked if we might create a learn-to-bank
...er-school programs. There was a lot of enthusiasm for the idea. Just
know if this would be useful and how to proceed.

Again, thank you for your efforts
program.

...unity and for recruiting First Bank t

From: Jessie Dana
Sent: Thursday, March 14, 11:34 AM
To: Maria Martin
Subject: SUCCESS!

Hi Maria! Thought you'd perk up with Jeremy's story—the kid in my class who already wears the face of the defeated (in 3rd grade, no less) and escapes reading by feigning sleep—even in group! Jeremy's really clicked with your tutor, Anthony. Yesterday, I saw Jeremy wake up, pat his hair down and wander to the bookshelf BEFORE Anthony was due to show. He shrugged me off when I asked him about it, but I could tell he was eager (Anthony says they've got something going with baseball cards). All I know is, Jeremy's head is "off the desk." Good work! --Jessie

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WHAT EMERGES AS THE PROGRAM'S GREATEST REWARD?

You can't top the simple gratitude of children. Realizing this, Maria shares their expressions with everyone.

Dear mr.B
Thank you for all the fun times.
We read each week and you said
I'm good.
I got beter and lerned more you
said I Wood.
Hav a good brak with yur
pet snak Sam.
I will miss you. Love,
miranda C.

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Patience will serve me well in this work. Yeesh! I'm slaving over final reports and evaluation data. And what for? Funders want proof— "statistically significant gains." In a first year, that's hard to document. But anecdotes, I got. Success stories, too. Miguel stopped me in the hallway today. "Hey, did anyone tell you your face could freeze that way?" I told him that thinking about numbers makes me cranky. "But what are scores compared to smiles?" Now that got to me.

SPRING AGAIN

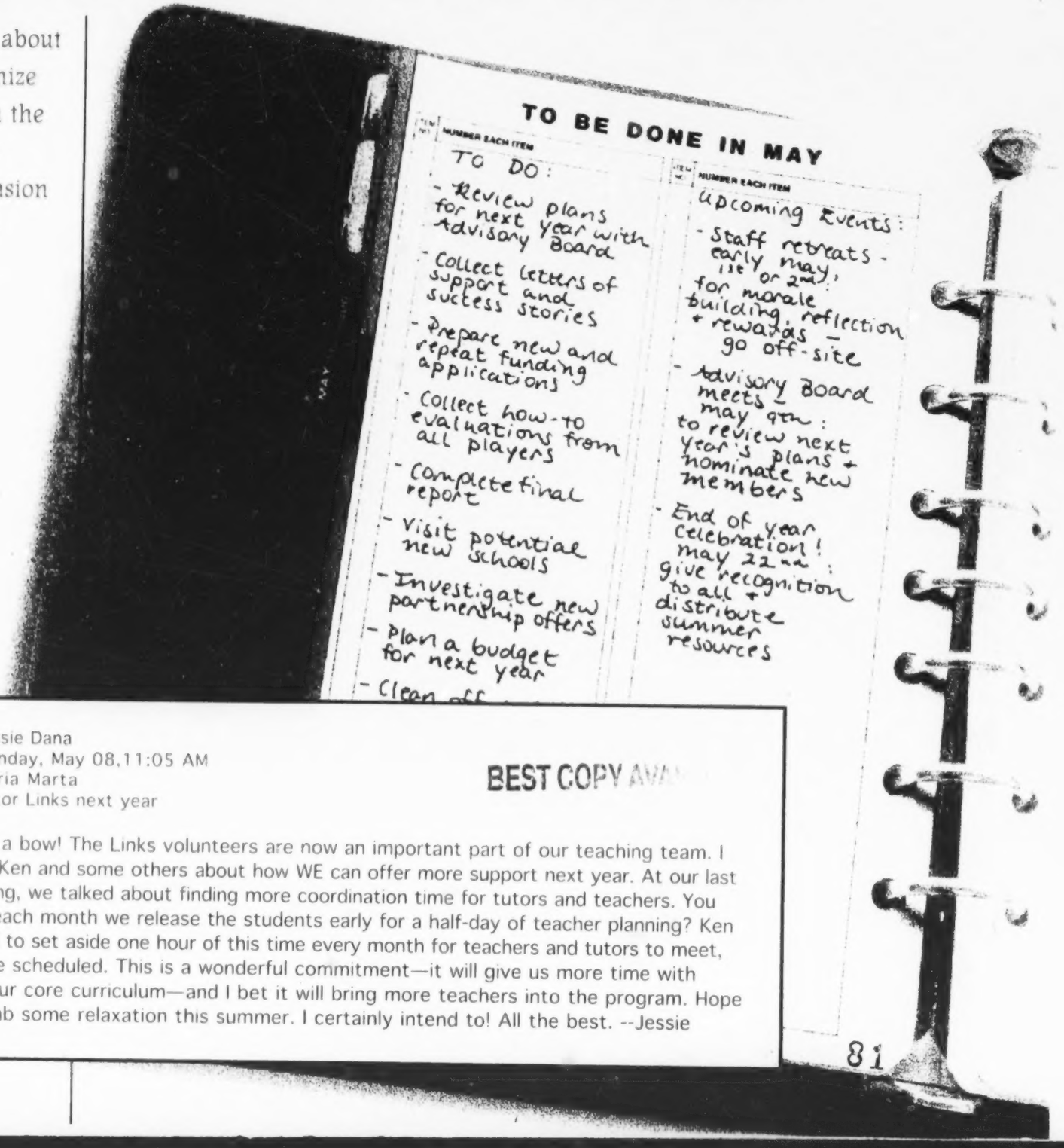
SUSTAIN GROWTH: PLANNING THE SECOND YEAR

After 12 months of growth, Maria divides her focus between present and future program activities. While she closes out the school year with recognition and rewards, she also thinks six months ahead as she plans budgets, writes grants, and visits schools for the upcoming year.

One full year. It's hard to believe that I've come full circle. And what a journey it's been. Lively, surprising, and drawing on skills I didn't know I possessed. This work requires constant tending. Just when I think I've gotten a handle on it, something changes or some new opportunity comes my way. It's hard to say no, especially when you see the results. Adults connected. Kids connected. The community connected. I think I'm hooked.

HOW CAN THE SECOND YEAR BUILD ON THE FIRST?

Maria thinks about how to maximize learning from the first year and develop expansion opportunities.


TO BE DONE IN MAY
NUMBER EACH ITEM
TO DO:
- Review plans for next year with Advisory Board
- Collect letters of support and sucess stories
- Prepare new and repeat funding applications
- Collect how-to evaluations from all players
- Complete final report
- Visit potential new schools
- Investigate new partnership offers
- Plan a budget for next year
- Clean off
NUMBER EACH ITEM
Upcoming Events:
- Staff retreats - early may; 1st or 2nd; for morale building, reflection + rewards - go off-site
- Advisory Board meets 9th may: to review next year's plans + nominate new members
- End of year celebration! may 22nd: give recognition to all + distribute summer resources

From: Jessie Dana
Sent: Monday, May 08,11:05 AM
To: Maria Marta
Subject: Tutor Links next year

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Maria, take a bow! The Links volunteers are now an important part of our teaching team. I spoke with Ken and some others about how WE can offer more support next year. At our last staff meeting, we talked about finding more coordination time for tutors and teachers. You know how each month we release the students early for a half-day of teacher planning? Ken volunteered to set aside one hour of this time every month for teachers and tutors to meet, nothing else scheduled. This is a wonderful commitment—it will give us more time with tutors on our core curriculum—and I bet it will bring more teachers into the program. Hope you can grab some relaxation this summer. I certainly intend to! All the best. --Jessie

WHAT WILL MAINTAIN MOMENTUM AND DEEPEN COMMITMENT?

Everyone works together on a culminating event—a community picnic that gathers people together from all generations.

Grand Valley Daily Sentinal

May 22

TUTOR LINKS VOLUNTEERS CELEBRATE STUDENT GAINS

Over seven hundred gathered in Oak Park today for the big picnic celebration—tutors of all ages, plus students, families, and school staff. The event marks the first year of the Tutor Links project, which has engaged over 500 volunteers from many different organizations as tutors and mentors for Grand Valley students during this school year. Attendees played ball, danced to the Party Kings, ate lunch, and shared success stories.

"The Tutor Links program is a very important contributor to student success," said Grand Valley Superintendent, Duane Jackson, reporting that 22% more elementary students are reading at grade level in Tutor Links schools. He also noted a marked increase in student attendance and achievement at the five schools, and thanked both classroom teachers and tutors for their combined efforts.

"The best part about seeing Mrs. Bonahuce this year," said third grader Irina Goldstein, "was that I was too scared to read in class, but she helped me over the hard parts until now I'm not scared anymore." Five sixth graders worked on special social studies projects after school. "The work helped me in class and it was fun, too," said Dan Sagara.

Tutors passed out certificates of recognition to all students, parents, and teachers involved in the program. They also gave students special books, resources, and library cards to encourage reading over the summer. Then the tutors surprised the program director, Maria Martin, with a musical tribute—a special "we'll be back" chant announcing their commitment to the program's second year.

"I could never have guessed," said Martin, "that so many people in this community would come forward to help. The dedication of all of you, and your desire to support our youth, have been a total inspiration to me. I know we can grow in numbers and achieve even greater success for Grand Valley students next year." Her talk concluded with the announcement of several new grants and donations supporting next year's program.

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CONCLUSION – Reflecting and Moving Forward

What a year! Starting a volunteer tutor program is definitely not for the faint of heart. Like most community-building efforts, it requires reaching out, remaining open, juggling a wide range of tasks, and building relationships across generations and between institutions.

If you don't already have a thriving volunteer tutor program in your area, we hope this story has inspired you to look into the needs, interests, and opportunities in your own community to establish one. There are, of course, a few cautions. Persistence and passion are key traits of program leaders, but aren't they required for most new efforts? It is also clear that involving partners in planning from the start helps create good collaboration. And still, managing relationships between different institutions and individuals requires constant attention. Other lessons are universal cautions to start-ups: beware of burnout, learn how to delegate, and be patient as you look for results.

Many children stand to benefit from the attention of caring tutors who can help boost student achievement, motivation, and self-esteem. We hope that Maria's story resonates with you—that this is a job worth doing. To assist you in your own journey, look to the following pages for resources that can help.

RESOURCES – Information, Organizations, and Manuals

Consider the resources Maria might be reading and using. Whether you're a master gardener or a fresh beginner, the following materials and organizations can help you continue to grow your volunteer tutor program.

Relevant Studies

Abt Associates, Inc.
Descriptive Study of AmeriCorps Literacy Programs: State and National.
Cambridge, MA: 1999.

Adler, Martha A.
"The America Reads Challenge: An Analysis of College Students' Tutoring."
CIERA Report #3-007, 1999.

Freedman, Marc.
Partners in Growth: Elder Mentors and At-Risk Youth.
Public/Private Ventures, 1988.

Schorr, Lisbeth B.
Common Purpose: Strengthening Families and Neighborhoods to Rebuild America. New York: Anchor Books Doubleday, 1997.

Herrera, Carla, Cynthia Sipe, and Wendy McClanahan.
Mentoring School Age Children: Relationship Development in Community-Based and School-Based Programs. Public/Private Ventures, 2000.

Wasik, Barbara.
"Using Volunteers as Reading Tutors: Guidelines for Successful Practices."
The Reading Teacher, Vol. 51., No. 7 (1998): 562-570.

Interesting Organizations and Web Sites

Founded in 1916, **Bank Street College of Education** is a recognized leader in early childhood education, a pioneer in improving the quality of classroom teaching, and a national advocate for children and families. Bank Street's Website features useful strategies for reading and literacy programs: www.bnkst.edu/

The **Center for the Improvement of Early Reading Achievement** (CIERA) works to improve early reading achievement by generating and disseminating theoretical and practical solutions to problems in learning and teaching beginning reading. CIERA's Web site includes a Toolkit for Tutors, reviews of publications, profiles of model programs, and family literacy resources: www.ciera.org/

Civic Ventures promotes innovative ideas for engaging older Americans in service to their communities. Current projects include The New Face of Retirement: Older Americans, Civic Engagement, and the Longevity Revolution. More information about these projects is available at: www.civicventures.org/

Established in 1993, the **Corporation for National Service** engages more than a million Americans each year in service to their communities—helping to solve community problems. The Corporation administers the AmeriCorps, VISTA, Senior Corps, and Learn and Serve Programs. Their Web site features state profiles and contacts as well as helpful background information: www.cns.gov

Literacy Volunteers of America, Inc. (LVA) delivers tutoring services through a network of more than 50,000 volunteers nationwide. LVA's mission is to reach adults whose literacy skills are very limited or nonexistent and to provide volunteer tutors who can teach reading, writing, and English-speaking skills. LVA provides training, materials, and support to volunteer tutors: www.literacyvolunteers.org/home/index.htm

National Association of Partners in Education has been a voice in developing school volunteer, intergenerational, community service, and business partnership programs throughout the United States. It is devoted to the mission of providing leadership in the formation and growth of effective partnerships to ensure success for all students. Services include publications and training, available at: www.napehq.org/

National Clearinghouse for ESL Literacy Education, an adjunct ERIC Clearinghouse at the Center for Applied Linguistics (CAL), focuses on literacy education, including family literacy, workplace literacy, and native language literacy, for adults and out-of-school youth learning English as a second language. Links to relevant ERIC Digests and answers to frequently asked questions about adult ESL literacy are available at: www.cal.org/ncle/

National Community Education Association was founded in 1966 to advance and support community involvement in K-12 education, community self-help, and opportunities for lifelong learning. NCEA's members include about 1,500 individuals and institutions from every state in the United States. Find out about Community Education Association efforts in your state at: www.ncea.com

National Institute on Out-of-School Time has a mission to ensure that all children, youth, and families have access to high-quality programs, activities, and opportunities during non-school hours. NIOST's work bridges the worlds of research, policy, and practice, offering staff development and training as well as useful publications at: www.wellesley.edu/WCW/CRW/SAC/

National Mentoring Partnership (NMP) is an advocate for the expansion of mentoring and a resource for mentors and mentoring initiatives nationwide. Dedicated to the growth of quality mentoring, NMP helps communities and states sustain and expand opportunities for young people. NMP can also help your organization build or strengthen mentoring efforts: www.mentoring.org

The National Service Resource Center (NSRC) is a national training and technical assistance provider for national service programs. On this site, you'll find a calendar of training events throughout the country. You can also access NSRC's lending library, which contains materials on many topics including volunteer management, tutoring, mentoring, and diversity: www.etr-associates.org/NSRC

The National Youth Leadership Council provides opportunities for young people to get involved in youth leadership programs. This site provides an online version of a publication on public policy, "The Case", and relevant publications and videos as well as related links to other Internet resources on youth leadership: www.nylc.org

The Northwest Regional Educational Laboratory was founded in 1966 with a mission to provide research and development assistance to improve educational results for children, youth, and adults. NWREL's work focuses on: education, careers, and community; assessment; evaluation; math and science; rural education; technology education; equity issues; safe schools; community-based learning; child and family issues; and school change. Its Website features many useful tools and research-based practices: www.nwrel.org

Opening School House Doors, a program of the American Association of School Administrators, has identified nine powerful practices for mastering the art and science of volunteer programs. You'll find background information and a checklist for assessing your partnership at: www.aasa.org/issues/advocacy/oshd2.htm

Public/Private Ventures is an action research, public policy, and program development organization. P/PV is a recognized leader in research and publications related to mentoring and youth issues. Many of these publications are available online at: www.ppv.org

The U.S. Department of Education supports tutoring, mentoring, and literacy efforts with many free publications and resources. *Checkpoints for Progress in Reading and Writing: Start Early, Finish Strong; The Compact for Reading (Guide and Kit); Read*Write*Now!*, and *Ready*Set*Read*, are examples of the Department's many offerings. Call 1-877-4ED-PUBS or check online at www.ed.gov/pubs

Helpful Manuals

LITERACY AND TUTORING

Building a Knowledge Base in Reading
Jane Braunger and Jan Patricia Lewis
This publication reviews current research on how children acquire language and literacy and presents 13 "core understandings" about learning to read. You'll find:
- Strategies for a balanced instructional effort
- Strengths of different approaches
- Applications of what we know about how children learn literacy

To order, phone NWREL Document Reproduction Service: (503) 275-9519; e-mail: products@nwrel.org

Help America Read: Coordinator's Guide
Gay Su Pinnell and Irene C. Fountas
For coordinators of early literacy projects, this guide provides:
- Information on concepts children need to acquire and develop their literacy skills
- Concrete examples of what tutors can do to help children expand their literacy learning
- Tips for recruiting, orienting, organizing, and supervising volunteers
- A training section that outlines activities and includes transparencies

To order, phone Heinemann: (800) 793-2154; fax: (800) 847-0938; e-mail: custserv@heinemann.com; Website: www.heinemann.com

Learning to Read and Write: A Place to Start
Rebecca Novick
This book discusses the growing body of literacy research and implications for educational practices in preschool and the primary grades. Look for:
- Profiles of schools that demonstrate innovative and culturally responsive practices
- Materials suitable for workshop handouts and an extensive bibliography

To order, phone NWREL Document Reproduction Service: (503) 275-9519; e-mail: products@nwrel.org

On the Road to Reading: A Guide for Community Partners
Derry Koralek and Ray Collins
This guide outlines essential skills needed to implement literacy development programs. Much of the basic information provided will help programs in the start-up phase of implementation. You'll find:
- Information on the reading process
- General tutoring strategies
- Information on building partnerships with families and schools
- Profiles of successful programs

To order, phone ETR Associates: (800) 860-2684, ext. 142; fax: (408) 438-3618. Download from: www.etr.org/nsrc/pdfs/otr/ontheroad.html

Tips for Parents About Reading
Deborah Davis and Jan Patricia Lewis
This publication offers practical ideas parents can use with children from birth through middle school to encourage and support reading proficiency. You'll also find:
- Guidelines for what children can typically do at certain ages and stages of reading development
- Titles of kids' favorite books

To order, phone NWREL Document Reproduction Service: (503) 275-9519; e-mail: products@nwrel.org

Volunteers Working with Young Readers
Lester L. Laminack
Written for the novice volunteer, this manual provides an overview of the reading process, addresses key concerns, suggests appropriate books and materials, and describes reading strategies. Look for:
- Responses to the challenges literacy volunteers encounter
- Specific methods for helping children to become independent readers and writers
- Example situations to illustrate reading and tutoring concepts and to help tutors understand children's varying reading behaviors and attitudes toward books
- Principles in practice sections that connect theoretical ideas with tutoring practice

To order, phone National Council of Teachers of English: (800) 369-6283; e-mail: orders@ncte.org; Website: www.ncte.org

MENTORING

A Training Guide for Mentors - Jay Smink

This guide helps program coordinators structure training for mentors that includes initial orientation and ongoing support. In this guide, you'll find:

- The components of a structured mentor training program
- Activities for mentor orientation
- Topics and activities for ongoing training and specialized training

To order, phone the National Dropout Prevention Center: (864) 656-2599

Yes, You Can: Establishing Mentoring Programs to Prepare Youth for College

U.S. Department of Education: Partnerships for Family Involvement in Education

This free online manual offers an excellent overview to the rationale, guidelines, and resources for creating and implementing youth/adult mentor programs. In this manual, you'll find:

- The who, what, and why of today's mentors and mentor programs
- Program planning steps from the initial stages of assessing needs through program evaluation
- Profiles of mentoring programs and national resources for mentoring

To order, phone: 1-800-USA-LEARN. Download from www.ed.gov/PFIE

VOLUNTEER PROGRAM DEVELOPMENT

Building Partnerships Workbook - Diane Dorfman

This workbook on building collaborative networks focuses on relationships and partnerships as the foundation of community development work. Sections cover:

- Active relationships, social capital, and collaborative leadership
- The role of schools, change agents, and models of collaborative networks

To order, phone NWREL Document Reproduction Service: (503) 275-9519; e-mail: products@nwrel.org

Finding Community Resources Manual - Jessica Melvin

This manual lists useful reference materials and information sources to help in the planning and development of school-community partnerships. Handbooks, kits, step-by-step guides, and other resources are organized by:

- Rural school-community partnerships
- Organizing for action
- Additional materials and Internet sites

To order, phone NWREL Document Reproduction Service: (503) 275-9519; e-mail: products@nwrel.org

Investing in Partnerships for Student Success: A Basic Tool for Community Stakeholders to Guide Educational Partnership Development and Management

Partnership for Family Involvement in Education for the U.S. Department of Education

This document provides an excellent tool for those engaged in building and managing educational partnerships. In it, you'll find:

- Steps for envisioning and initiating a partnership
- Collaborative ways for teams to organize and implement an action plan
- Ways to measure results and plan for the future

To order, phone: 1-800-USA-LEARN. Download the full text from http://pfie.ed.gov

A Legal Handbook for Nonprofit Corporation Volunteers - James D. Dewitt

Intended for all volunteers, including volunteer managers, members of boards, and officers of nonprofit corporations. This very comprehensive document covers risk management and legal issues with volunteers. In it, you'll find:

- Information regarding liability
- Ways to manage risks
- Information regarding how to set up a nonprofit corporation

Download the full text version from: www.ptialaska.net/~jdewitt/vlh

Powerful Schools Handbook: Starting and Running a Collaborative School Improvement Program

Staff and Volunteers of Powerful Schools

This book describes a comprehensive community effort to create high-performance schools in Seattle, Washington, focusing on new and productive community-school partnerships. Valuable process description offers ideas about how to:

- Create a diverse and ongoing funding base
- Establish community schools
- Engage parents and organize volunteer efforts

To order, phone Powerful Schools: (206) 722-5543

GROWING A VOLUNTEER TUTOR PROGRAM

Engaging Communities to Support Schools

Northwest Regional Educational Laboratory
101 S.W. Main, Suite 500
Portland, OR 97204-3297
(503) 275-9500 www.nwrel.org

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